

College of Human Sciences

Guidelines on Faculty Appointment, Effort Assignment, Annual Review and Promotion and Tenure

Department of Nutritional Sciences

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College of Human Sciences

Department of Nutritional Sciences

Draft Guidelines on Appointment, Effort Assignment, Annual Assessment, Promotion and Tenure

1. Introduction

A. Background

The Department values and supports the creation and dissemination of knowledge through the activities of its academic faculty including scholarly research, instruction, Extension/outreach, and service. In its continuing pursuit of excellence in each of these key activities the Department has deemed it necessary to identify and establish workable guidelines for the establishment of assignment of faculty effort, assessment of annual performance, and granting of promotion and tenure. The Departmental Guidelines are supplemental to the Auburn University (AU) [Faculty Handbook](#), and accordingly may be updated periodically in response to changes in the AU Faculty Handbook or to relevant Departmental criteria. If there is a conflict between the AU Faculty Handbook and the Guidelines herein, the AU Faculty Handbook will be followed.

B. Purpose

Promotion and Tenure Guidelines and Annual Review of Performance are essential in maintaining high standards, ensuring fairness, and encouraging ongoing engagement in continuous professional development.

The purpose of these guidelines is fourfold:

1. To ensure an equitable distribution of faculty effort assignment among and across the different expertise of faculty members within the Department;
2. To provide a clear framework and set of minimum standards for faculty members undergoing the promotion and tenure process to assist faculty members in understanding the expectations and criteria needed for promotion and tenure;
3. To ensure a fair and consistent process of evaluation in relation to agreed upon annual effort assignment; and
4. To provide a mechanism to recognize excellence in faculty achievement and ensure appropriate recognition.

C. Key Stakeholders

Key stakeholders with an interest in this document include Department of Nutritional Sciences faculty and administration, College of Human Sciences (CHS) Administrators, external peer reviewers in the Auburn University (AU) promotion and tenure and post-tenure reviews processes, members of the AU

Promotion and Tenure Committees, and the AU central administration office. A full version of the Departmental Guidelines will be provided to external peer reviewers with each candidate dossier. Individuals participating in the review process should reference these guidelines in the support letters that go to the University Promotion and Tenure Committee with a candidate's package.

2. Faculty Appointment

A. Description of faculty appointment and tenure status

Appointment to a tenure and nontenure-track faculty position is made at a specified rank, for a stipulated period of time, and is generally characterized by a defined scope within one or more of the general areas of teaching, research/creative work, and outreach. Tenure-track faculty include the ranks of assistant professor, associate professor, and professor. Nontenure-track faculty includes such positions as visiting faculty, adjunct faculty, resident, intern, Extension Specialist (non-tenure track), Extension Agent, program associate, clinical titles, professor of practice, research titles, and lecturer titles. The appointment is subject to periodic administrative review that examines both the continuing need for the position as well as a performance evaluation of the individual faculty member in the position. A faculty member on part-time appointment is not eligible for tenure. A member of the faculty or an academic administrator who also has faculty status can earn and retain tenure only in their faculty appointment.

Guidelines for the faculty appointments will follow the policies and procedures from the Provost's Office as outlined in the Auburn University [Faculty Handbook Section 3.3](#).

B. Tenure on Hire and Prior Service

The Department of Nutritional Sciences will follow the Provost Policies for Submission of Tenure on Hire Requests to the University Promotion and Tenure Committee. Consideration of Prior Service being credited toward probationary status will follow procedures outlined in the faculty handbook.

C. Joint Appointments

A faculty member on joint appointment that has a compensated FTE appointment in two or more departments is eligible for promotion and tenure in the department claiming the greatest share of the appointment or, in the case of an even share, in the department preferred by the faculty member. The department claiming the greatest share or the preferred department will be considered the administrative home (a.k.a. "home department" or "home unit") and is responsible for the administrative responsibilities of the faculty member.

3. Annual Faculty Effort Assignment

A. Description of effort assignment

Effort assignment often referred to as “faculty load,” is the combined total of work undertaken by a faculty member over the course of the normal “academic year.” An academic year at Auburn University starts with Fall term and includes the following Spring and Summer terms. For faculty on a 9-month appointment, the academic year at Auburn University starts with Fall term and ends the following Spring term.

B. The composition of effort assignment

A faculty member’s effort assignment can include teaching, Extension/outreach, scholarly research, clinical, service, and possibly administration. A full-time teaching load is 12 credits per semester. A teaching load that represents 50% of a faculty member’s annual workload typically teaches 6 credits per semester, 12 credits per academic year. Each 3-credit course is 12.5% of the effort assignment per academic year. Faculty load credit is not given for individualized instruction (e.g., study/travel, independent study, and undergraduate research, non-thesis research, thesis, and dissertation). Any variation in the standard teaching load (i.e., 2-1, or 1-1) reflects conditions of the original hire, or is the result of negotiations with the Department Head. In cases where faculty do not meet performance expectations, appropriate adjustments will be made to their effort assignment following a thorough review by the Department Head and Dean. All faculty receive a copy of their annual effort assignment for the upcoming academic year at the time of their annual performance evaluation.

In consultation with the Department Head, faculty may buy out of an undergraduate course with external grant funds. For each buyout, the teaching workload is reduced by 12.5% and the research workload is increased by 12.5%. Course reductions for Thesis and Dissertation supervision may be given exceptional circumstances after negotiation with the Department Head.

Research workloads will vary depending on percent time teaching, Extension/outreach, clinical, service and administration. Faculty with administrative responsibilities (e.g., graduate program officers, program coordinators) may receive a course reduction dependent on the responsibilities and activities associated with the position. Typically, faculty members receive 5% load credit for service, unless otherwise negotiated. Service includes Departmental, College, and University service, as well as professional service responsibilities. Interdisciplinary efforts in teaching, research and Extension/outreach are encouraged and should be documented in the dossier as to the faculty members role and percentage contribution to the program. Percentages for faculty members shall be based on their appointment (9- vs, 12-month appointments). These percentages are considered when evaluating annual performance as well as during the evaluation for promotion and tenure.

C. Effort Overload

The College of Human Sciences does not provide additional compensation for teaching overloads

4. Annual Faculty Review

Teaching, research and scholarly work, Extension/outreach, administration, clinical practice, collegiality, and service are addressed as part of the annual assessment of faculty and for tenure and/or promotion applications. The annual assessment process takes into account yearly faculty activity and productivity and considers the yearly contribution in the larger context of the faculty member's body of work based on the faculty members effort assignment. Specific research and scholarly work, Extension/outreach, administration, clinical practice, collegiality, and service goals are reviewed and revised every year and effort assignment may be renegotiated based upon achieved goals in the preceding year and departmental needs for the upcoming year. Involvement in international teaching, research, or outreach activities is also encouraged and should be documented as to the type of program, the faculty member's role in that program, and evaluative information about the program/faculty member's involvement.

All faculty members will undergo an annual review conducted by the Department Head. All nontenured assistant and associate professors will also undergo an annual review conducted by the Department Promotion and Tenure Committee (see Section 5A for description of the committee). The committee will provide a summary to the Department Head, which will be integrated into the final draft of the annual review. All faculty members seeking promotion from the current rank can participate in an informal review conducted by the Department Promotion and Tenure Committee.

A. General Guidelines for Annual Review

According to the AU [Faculty Handbook Section 3.7.1](#), each faculty member should undergo a formal performance review each year before April 30. The Department Head will conduct the review and compose the subsequent faculty annual review report, which will provide the basis for recommendations related to salary, promotion, tenure, work re-allocation, reappointment and dismissal. The annual assessment cycle is based on the calendar year. This period includes the spring semester of one academic year, the summer semester of that academic year if applicable, and the next fall semester of the following academic year. Actual review guidelines are offered as follows:

B. Faculty Evaluation Procedure

Within Nutritional Sciences, the Department Head will conduct the annual review of each faculty member. The AU Faculty Handbook addresses the annual review stating, “in the case of faculty members who have not achieved tenure or promotion to associate professor or professor, particular care shall be taken by the Department Head to relate the faculty member's job performance to the promotion and tenure criteria set forth in this document.”

Phase 1. Submission of Review Materials (by January 31)

Each year faculty member will submit review materials to the Department Head by January 31. Required materials include:

- i. A current Auburn University promotion and tenure formatted dossier of accomplishment in order to prepare for the tenure and/or promotion submission. The format is described in the [AU Faculty Handbook, Chap 3.6.5.F](#).
- ii. The Department of Nutritional Sciences Annual Assessment Form (Qualtrics Survey):
 - a. A summarized list of teaching assignments, scholarly research activity and accomplishments over the assessment period. *A web template is available and aligns with*

the requirements in the AU Faculty Handbook. Distribution of time and effort for the assessment period should be specified.

- b. An annual planning record for the next assessment period indicating effort assignment and goals anticipated in the next assessment year. Any agreement between the faculty and Department Head regarding teaching activities not directly related to credit hours should be detailed in the annual planning record.
- c. A current curriculum vitae.

Phase 2. Written evaluation of faculty (by March 31)

Based upon the materials submitted the Department Head will systematically set about the objective evaluation of each faculty member. The Department Head will prepare a written report by covering the major points of their evaluation over the previous assessment period. The report should indicate the faculty member's overall performance level and performance in assigned areas of responsibility based on the following assessment categories:

- i. Exemplary performance— Exceeds all departmental expectations consistently.
- ii. Exceeds performance expectations – Exceeds most standards consistently, performance is generally above average.
- iii. Meets performance expectations – Meets most or all standards of responsibility; performance is generally good.
- iv. Marginal expectations – Partially meets standards; marginal performance in some areas; needs improvement.
- v. Unacceptable performance – Inadequate/unsatisfactory performance in all areas; rarely meets performance assignments..

Evaluation Areas

- 1. Teaching
- 2. Research and Scholarly work
- 3. Extension/Outreach
- 4. Clinical Practice
- 5. Service
- 6. Administration
- 7. Collegiality (all faculty will be evaluated in this area)

Performance Evaluation

Performance in individual areas of responsibility will be assessed against criteria in the area as well as amount of time allocation provided to each area. Ratings in the annual performance review will correspond to accomplishments in each areas (i.e., exemplary = highest distinction, etc.) Overall performance will be designated using the following matrix:

| Overall Annual Review Outcome | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exemplary | Faculty receives exemplary rating in the majority of the performance categories being evaluated. None of the areas evaluated are rated below exceeds expectations. |

| | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceeds Expectations | Faculty receives exceeds expectations rating in the majority of the performance categories being evaluated. None of the areas evaluated are rated below meets expectations. |
| Meets Expectations | Faculty must be rated at least acceptable in all core areas for an overall satisfactory annual review that “meets expectations.” |
| Marginal | If any area is rated below meeting expectations, the overall annual review cannot meet expectations. |
| Unsatisfactory | Multiple areas rated as marginal or unsatisfactory, which may initiate post-tenure review. |

Not all evaluation areas are applicable to all faculty members. Annual performance expectations include an assessment of overall performance during the year as well as consideration of the faculty member’s overall progress toward promotion and tenure, if applicable, and ongoing participation in activities for tenured faculty. Performance expectations for faculty may include, but are not limited to the following:

i. Teaching

Since a primary activity of the University is the instruction of students, careful evaluation of teaching is essential. Accordingly, an individual should be an accomplished teacher, well prepared, with a mastery of the fundamentals of subject matter. The criteria for annual assessment of teaching is provided in [Appendix A](#).

ii. Research and Scholarly work

A faculty member engaged in research and scholarly work has an obligation to contribute to his or her discipline and others through applied research, basic research, creative endeavors, Extension scholarship, or interpretive scholarship. The criteria for annual assessment of research and scholarly work is provided in [Appendix B](#).

iii. Extension/Outreach

Extension faculty provide leadership in education program development, innovative practices, and applications that substantially improve the quality of life for individuals, families, or communities in Alabama. Faculty with Extension appointments must demonstrate the ability to develop and sustain an independent, cohesive, and impactful program within the mission of the Alabama Cooperative Extension System. The criteria for annual assessment of Extension/outreach work is provided in [Appendix C](#).

iv. Clinical

The Auburn University [Faculty Handbook](#) identifies four areas of activity are important in the evaluation of individuals for performance review in the clinician title series: (1) documented evidence of effective clinical practice; (2) national and international professional status and activity as indicated by evaluation statements from external peers; (3) ability to initiate and maintain a program of clinical practice supported by contracts, grants, or generated income; and (4) collegiality, as discussed for tenure-track faculty in [Section 3.6.2](#) of [the] Faculty Handbook.’ The criteria for assessment of clinical work is provided in [Appendix D](#)

v. Service

All faculty must participate in committees to support the operations of the Department of Nutritional Sciences. Additionally, service commitments should also include service to the College of Human Sciences and Auburn University. Faculty should be participating in local or national committees of professional organizations and/or provide service to the local community as appropriate to their assigned effort and to support their professional development. Departmental citizenship, including cooperation with and participation in Departmental initiatives, active participation in supporting Departmental goals and promoting the Department's reputation on and away from campus, will also be considered. The criteria for annual assessment of service is provided in Appendix E.

vi. Administration

Faculty members with an administrative appointment are typically expected to participate in activities including but not limited to, academic program development, curriculum updates and redesign, course review, program assessment, student management, recruitment and retention of students, managing the application of policies and procedures, maintaining accreditation requirements, etc. The criteria for assessment of administration is provided in Appendix F.

vii. Collegiality

The Auburn University Faculty Handbook defines collegiality in terms of whether a member's contributions are in line with the mission and goals of the department and whether the member participates in the shared academic and administrative tasks of the unit. Collegiality will be assessed as part of the annual review for all faculty in Nutritional Sciences. Aligned with the faculty handbook, the following aspects of collegiality will be considered. Faculty must demonstrate that they contribute as a productive and collegial member of the academic unit in all relevant areas. The faculty member's professional abilities and relationships with colleagues are compatible with the departmental mission and its long-term goals. The faculty member exhibits an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate with some measure of reason and knowledge in discussions germane to departmental policies and programs. The faculty member maintains high standards of professional integrity.

The report should also detail the faculty member's effort assignment for the next calendar year and the consequences performance designated as marginal or unacceptable. The report will also include information on overall progress toward tenure and promotion.

Phase 3. Formal Conference (before March 31)

The Department Head will review the current and cumulative contributions and progress of each faculty member in the areas associated with faculty member's effort assignment (teaching, scholarly research activity, Extension/outreach, service, or clinical practice) and collegiality. The review The Department Head and faculty member will meet to discuss the faculty performance over the review period and to discuss the faculty member's assignment for the coming year.

Phase 4 - Report Receipt Confirmation by Signature (due back by April 15th)

The faculty receives a copy of the report, which must be signed by both the Department Head and the faculty member and returned to the Dean's Office by April 30th. Each faculty member is responsible for signing a copy of the report in order to indicate that it was received. If the faculty member disagrees with information in the report, then she or he may write a response to be appended to the report. One copy of the signed report and response, if applicable, is to be retained for the faculty member's Departmental personnel file. The faculty member should receive a final copy also.

5. Promotion and Tenure

A. Department Promotion and Tenure Committee

Membership

1. In accordance with the Auburn University [Faculty Handbook Section 3.6.5.B](#) faculty members eligible to participate in evaluation of the candidate at the department level are all those of higher rank than the candidate for promotion and those with tenure in the case of a candidate for tenure.
2. While the Department Promotion and Tenure Committee is normally comprised of eligible faculty from within the Department, the Department Head may temporarily appoint eligible faculty members to ensure that a minimum of three votes are available for tenure and/or promotion cases. Selection of the additional faculty to appoint will be done in consultation with the eligible department faculty and candidate(s) for promotion and/or tenure, giving preference to emeritus department faculty when possible, and otherwise giving preference to closely related disciplines within the university. The additional faculty can participate in the vote only after receiving majority approval by secret ballot from the department tenure-track faculty.
3. The Promotion and Tenure Committee shall elect a Chair to serve for a two-year term.
4. The Promotion and Tenure Chair and Committee serve advisory and procedural roles and do not pass judgments on the actions of the Candidate except in their capacity as an eligible voting faculty members.

Procedures

1. The Department Head will be responsible for ensuring the University policies and procedures for promotion and tenure are followed as described in [Section 3.6.5](#) of the Auburn University Faculty Handbook.
2. As stated in the [Faculty Handbook Section 3.6.5.E](#): “In consultation with the candidate and the faculty voting on the candidate, the head/chair (or dean) shall compile a list of potential evaluators. They shall then seek responses from at least three of the potential evaluators. These evaluators shall be people outside of Auburn University who are nationally acknowledged experts in the candidate’s field and can comment on the quality and reputation of the candidate’s work. If the evaluator is from an academic institution, they shall be of higher academic rank than the candidate. Letters from the candidate’s major professor for a graduate degree, from former graduate students, and from ongoing research partners are unacceptable. Evaluators may be associated with industry, government agencies, foundations, etc.” The letters from these outside referees shall remain confidential and shall not be made available to candidates at any time.
3. The Department Head has the final authority to determine who from the list of potential evaluators is most qualified/appropriate to submit a letter, who from the list of potential evaluators will be asked to submit an evaluation letter, and how many evaluation letters will be requested (with a minimum of three evaluation letters required). All letters requested by the Department Head and received from evaluators by the deadline will be made available to the voting faculty and sent to the Promotion and Tenure Committee (i.e., there will be no curating, “equal weighting”, or selective inclusion or exclusion of letters).

The following policies and procedures from the Provost’s Office will be followed in regard to external evaluation:

1. External Evaluator Selection for Faculty Evaluation Format for identifying potential evaluators of promotion and tenure candidates:
https://www.auburn.edu/academic/provost/20110411_External%20Evaluation%20Form.pdf
2. External Evaluation Sample Solicitation Letter Example of letter needed to comply with promotion and tenure policy:
<https://www.auburn.edu/academic/provost/forms/PT%20External%20Reviewer%20-%20Example%20Letter.pdf>
4. Following the department's Promotion and Tenure committee meeting, the Department Head will transmit to the Dean the following items:
 - i. Candidate's Dossier
 - ii. Letters from Department Promotion and Tenure Committee, individual faculty members, external reviewers, and Department Head
 - iii. Candidate's Rebuttal (if submitted)
5. A general timetable for Promotion and/or Tenure to provide a rough idea of plausible dates:

| | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 1 | Dossiers or Curriculum Vitae, Student Course Evaluations, and Annual Reviews due to Promotion and Tenure Committee for an informal review for promotion by the committee and an editorial/formatting check if a dossier was submitted. [†] |
| July 1 | Corrected dossiers/supplemental sent to external evaluators |
| Aug 15 | External letters due |
| Sept 15 | Dossiers/supplemental info/letters sent to faculty for review Sept 15 – Oct 1: Promotion and Tenure Committee meeting to discuss and vote on Candidate ^{††} |
| Oct 15 | Dossiers/supplemental info/letters submitted to Dean with departmental recommendation. <u>No new information may be added to the dossier after Oct 15.</u> |
| Nov 15 | Dossiers/supplemental info/letters due to office of Provost |
| Jan - April | University Promotion & Tenure Committee deliberations |

[†] Informal evaluation by the Promotion and Tenure Committee, the candidate's dossier and supplemental information will be evaluated for meeting the criteria for promotion (see Section 4C for a description of the informal evaluation).

^{††} As stated in the [Faculty Handbook Section 3.6.5E](#), “The department head/chair shall communicate the department's vote to the candidate in writing and also provide copies to the candidate of all letters submitted by the committee, the department head/chair, and individual faculty members. After reviewing the letters, the candidate has five working days to write a rebuttal if desired. The candidate can also make an informed decision about whether or not to continue with the process of seeking promotion and/or tenure. If the candidate wishes to continue the process despite a negative recommendation, the department head/chair and dean shall honor the candidate's request.”

B. Introduction for Evaluating Performance

Appendices G-K contain detailed criteria to evaluate performance in all areas for promotion for all faculty members, and tenure for tenure-track faculty members.

These instructions are intended as a guide in assigning an overall performance rating—Unacceptable, Acceptable, Excellent, or Highest Distinction—when using the evaluation criteria outlined in the Promotion and Tenure Guidelines.

Step 1: Review All Criteria Holistically

- Read through each criterion in the rubric and assess the candidate's performance based on narrative evidence, documentation, and context.

Consider the candidate's performance across all criteria taking into account the assigned effort(s).

Step 2: Identify Patterns of Strength

- Look for recurring strengths across multiple criteria

Step 3: Apply Descriptive Anchors

- Use the following guidance to determine the overall rating:

| Rating | Descriptor |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Unacceptable | Performance below criteria for acceptable in most or all areas. Reporting inaccurate descriptions of activities in the assessment. |
| Acceptable | Meets expectations in most or all areas. Performance is consistent and reliable. |
| Excellent | Exceeds expectations in several areas. Demonstrates initiative, quality, or innovation. |
| Highest Distinction | Consistently exceeds expectations across most areas. Shows leadership, impact, or recognition at a broader level. |

C. Tenure Track Appointments, Promotions, and Tenure

General Aspects of Appointments, Promotions, and Tenure

Because the Auburn University [Faculty Handbook](#) is a living, and thus, changing document, but also the final guide to procedure pertaining to the review process, faculty should refer to the Faculty Handbook for all matters concerning that process. Guidelines regarding due process for Promotion and Tenure and documentation in support of a candidate's application are found in the Faculty Handbook. Eligibility for Promotion and Tenure is defined in the Auburn University [Faculty Handbook Section 3.6.4](#).

The ratings required for Promotion and Tenure, Promotion, and for candidates seeking Tenure at current rank in the Department of Nutritional Sciences are presented below. The criteria by which the candidate's contribution is evaluated based on the faculty assigned effort in the Department of Nutritional Sciences in the areas of (a) Teaching; (b) Research/Scholarship; (c) Extension/Outreach; and/or (d) Service are outlined. Each candidate for promotion will receive a rating of highest distinction, excellence, acceptable, or unacceptable for the following four components: Teaching, Research/Scholarship, Extension/Outreach, and/or Service based on their effort allocation. The weighting of designated effort is based upon assigned effort. The evaluation of candidates who are only seeking tenure (e.g., for faculty

that enter the university at the rank of associate or full professor without tenure) will take into consideration all the criteria for the current academic rank and include collegiality.

General Aspects of Tenure

Academic tenure is a principle that affords the individual faculty member academic freedom in the University environment. The Auburn University Faculty Handbook explains that Tenure exists in order to ensure academic freedom by protecting “the faculty member’s ability to criticize and advocate changes in existing theories, beliefs, programs, policies and institutions.” A candidate’s collegiality and workload productivity are the primary factors in achieving tenure.

Collegiality

The Auburn University Faculty Handbook defines collegiality in terms of whether a member’s contributions are in line with the mission and goals of the department and whether the member participates in the shared academic and administrative tasks of the unit. Collegiality is a key appraisal factor in tenure decisions and will be judged at the departmental level by tenured departmental faculty. Within the Department of Nutritional Sciences, collegiality is understood to include participation in shared governance of the unit consistent with the faculty members rank and professional interaction with faculty, staff, students, and key stakeholders to the University, College, and Department. Examples include but are not limited to: 1) regular and constructive participation in faculty meetings; 2) contribution of time and effort to departmental initiatives, events, and activities, such as faculty recruitment; 3) collaboration with individuals internal and external to the department to support the mission of the university; and 4) professional interaction with internal and external constituencies.

Third-Year Review

As described in the Auburn University [Faculty Handbook, Section 3.7](#), the third-year review will occur no later than 32 months after the initial appointment, normally before April 30 of the faculty member’s third-year of appointment. The untenured faculty member will submit the packet and supplemental information for review by the Promotion and Tenure Committee, which includes all tenured faculty. The particular focus of this review is the faculty member’s progress toward achieving tenure. The review therefore must address the criteria for tenure set forth in this document. In order for the review to accurately reveal the judgment of Promotion and Tenure Committee, it shall conclude with a vote on whether or not, in the judgment of the Promotion and Tenure Committee, the candidate is making appropriate progress toward tenure. The result of the vote shall be announced at the meeting. Faculty should understand that this vote is not a commitment to grant or deny tenure in the future.

The Promotion and Tenure Committee will write a report summarizing the meeting, and the Department Head will write a separate evaluation describing the Candidate’s progress toward Promotion and Tenure. The untenured faculty member will then meet with the Department Head and the Promotion and Tenure Committee Chair to discuss the outcome of the vote and meeting and to receive an oral summary of the Promotion and Tenure Committee report of the faculty meeting. The Promotion and Tenure Committee report may be consulted by the Promotion and Tenure Committee when the faculty member is a candidate for tenure; otherwise, the report is to remain confidential. The Department Head’s letter is considered confidential.

Guidelines for Informal Promotion and Tenure Committee Reviews

All untenured assistant or associate professors will submit their dossier and supplemental information each year (usually early to mid-October to the Promotion and Tenure Committee (see Section 5A for description of the committee). Inclusion of materials documenting prior service (i.e., time in rank prior to Auburn University) as part of the tenure packet may be included if approved by the Provost at the outset of hire. The Promotion and Tenure Committee will discuss the progress of each dossier at an annual meeting and an advisory vote will be taken. The Promotion and Tenure Committee also will submit written comments. The untenured faculty member will meet with the Department Head and Promotion and Tenure Committee Chair to learn the outcome of the vote and meeting, usually within one week after the meeting. If consistent substandard performance dictates, the Candidate may receive a letter of non-continuation from the Dean after the third-year review.

All faculty members seeking promotion from the current rank will undergo an informal review conducted by the Department Head and the Promotion and Tenure Committee. The minimum requirement from the faculty member is their Curriculum Vitae, Student Course Evaluations, and Annual Reviews. This evaluation is to provide the candidate with feedback on whether the committee believes that the candidate meets the criteria for promotion. The evaluation is solely meant to be informative, and the candidate is not bound to any recommendations from the committee.

Considerations for Promotion and Tenure

Appointment as Associate Professor or Promotion to Associate Professor

A tenure track Assistant Professor with no previous experience will normally complete five years in the Department to be eligible for consideration of promotion and tenure. Experience and productivity prior to the assumption of a **faculty** position with the Department at Auburn University will be taken into account, but faculty are still required to complete a minimum of two years of scholarly activity after joining the Department prior to tenure or promotion.

Appointment as Full Professor or Promotion to Full Professor

A tenured Associate Professor will normally complete five years at the associate rank to be eligible for consideration for promotion to Full Professor. Experience and publications prior to the assumption of a position at Auburn University will be taken into account but a minimum of two years of scholarly activity after joining the Department must be accomplished prior to tenure or promotion.

Promotion and Tenure, Promotion, and for Candidates Seeking Tenure at Current Rank Ratings

The following table outlines the ratings required for Promotion and Tenure, Promotion, and for Candidates Seeking Tenure at Current Rank.

| | Pre-Tenure Review (3rd Year) | Associate Professor and/or Tenure | Professor |
|---------------------------------|----------------------------------------------------|----------------------------------------------|---------------------|
| Teaching | Acceptable | Excellence | Highest Distinction |
| Research/Scholarship Activities | Acceptable | Excellence | Highest Distinction |
| Extension/Outreach | Acceptable | Excellence | Highest Distinction |
| Service | Acceptable | Acceptable | Excellence |
| Collegiality* | | Acceptable | |

*Noted as part of the annual review and for tenure.

Tenure-Only Review (Associate Professor and Above)

Faculty members appointed at the rank of Associate Professor or higher may seek tenure only after completing the minimum period of service in rank as defined by university policy and/or specified in the appointment letter. A tenure-only review will follow the same standards, procedures, and evidentiary expectations applicable to promotion at the candidate's current rank—including demonstrated excellence and sustained impact in scholarship/creative work, teaching/advising, service, and outreach—with the explicit addition of a formal assessment of collegiality as described above (e.g., professional conduct, collaborative engagement, and constructive contributions to the academic community).

Criteria by Rating Category for Promotion and Tenure, and Candidates Seeking Tenure at Current Rank

Teaching

Teaching and learning are fundamental components of academic institutions and are critical in faculty evaluation and promotion. Faculty members are expected to deliver high-quality courses that align with the department's educational objectives at both undergraduate and graduate levels. Effective teaching is characterized by subject matter expertise, consistent preparation, and a commitment to continuous improvement. Teaching responsibilities extend beyond classroom instruction to include student advising, mentoring, and contributions to course improvements/ curriculum development. Faculty must demonstrate effective teaching, which is evaluated through course evaluations, teaching awards, and the quality of student mentorship.

The Department of Nutritional Sciences evaluates teaching effectiveness for promotion and tenure through a comprehensive set of criteria. These include student, peer, and leader evaluations and the quality of instruction reflected in dissertation/thesis outcomes and publications. Faculty must demonstrate subject matter expertise, contribute to graduate or undergraduate teaching, and excel in mentoring undergraduate or graduate students and/or postdoctoral trainees through supervision, advising, and guidance. Professional growth is assessed through participation in teaching workshops and instructional innovations, while scholarly contributions include publications with students, teaching-related research, instructional grants, and course development. Classroom performance is evaluated based on preparation, organization, engagement, and effective methods. Faculty are expected to improve as they advance consistently. The criteria by which the candidate's teaching is evaluated are presented in [Appendix G](#).

Research

Appointment or promotion is based on scholarly research accomplishments that reflect independent and programmatic scholarly activity appropriate to the candidate's field and area of specialization. Given the diversity of appointments individuals have, research/scholarship activity should be evaluated in the context of the position description and the candidate's assignment. For example, a faculty member on 45% research appointment would normally be expected to produce three scholarly articles every two years.

A major contribution to the University is the scholarly research of its faculty. Research/Scholarship may be expressed through activities leading to discovery, integration, outreach, application, instruction, or education.

Evaluation of the candidate's Research/Scholarship is based on publications, grants and contracts, and the sustainability of their focused scholarly research. Additional evidence of Research/Scholarship can include presentations, honors and awards, other works and activities (e.g. develops models that are effective in addressing policy issues), expertise and leadership, and copyrighted, patented, or licensed works. The criteria by which the candidate's scholarly research is evaluated are presented in [Appendix H](#).

Extension and/or Outreach

Extension faculty provide leadership in program development, innovative practices, and applications that contribute to improving the quality of life for individuals, families, or communities. Faculty with Extension appointments must demonstrate the ability to develop and sustain an independent, cohesive, and impactful program within the mission of the Alabama Cooperative Extension System. Extension faculty are expected to carry out program development within an established framework of needs assessment, establishment of objectives, targeted implementation, program evaluation, and impact reporting. Programs are expected to be compatible with unit, University, and Extension missions and demonstrate the applicability of the candidate's discipline. Extension appointments also require collaborative and interdisciplinary efforts. Criteria presented in this document assume a 75% assigned effort. Adjustments will be made based on the effort assignment. If faculty have joint research or teaching appointment, the expectations and criteria for those appointments are described in those sections of this document and will be adjusted based on the effort.

See [Appendix I](#) for the evaluation criteria of candidates with an Extension appointment.

Service

Service assignments typically constitute 5% of a faculty member's workload, and active engagement in service activities is an integral part of faculty responsibilities. Specific service assignments are determined in consultation with the Department Head and should align with the faculty member's rank and expertise. These contributions play an important role in the promotion and tenure process.

Typical service contributions include:

- **University Service**

Faculty members are expected to actively contribute to committee responsibilities at multiple levels, including the Department of Nutritional Sciences, the College of Human Sciences, and Auburn University. A strong commitment to department citizenship is essential and includes participation in initiatives, involvement in achieving departmental goals, and efforts to enhance the department's reputation.

- **Professional Service**

Faculty members are expected to engage in professional service activities that demonstrate their commitment to their discipline and the advancement of the academic community.

- **Community Service**

Faculty members are also encouraged to participate in activities that engage with the broader community where appropriate.

The criteria by which the candidate's service is evaluated is presented in [Appendix J](#).

Post Tenure Review

The Purpose, Trigger mechanism, Review criteria, Materials to be reviewed, Advice from the tenured faculty, University post-tenure review committee, Outcomes, and Appeal procedure for Post-Tenure Review will follow the guidelines as written in the [AU Faculty Handbook Section 3.7.3](#) Post-Tenure Review.

D. Research Title Series Appointments and Promotions

General Aspects of Appointment

University policies related to research faculty are found in the Auburn University [Faculty Handbook](#). This section describes criteria and procedures for research faculty in the Department of Nutritional Sciences. These criteria were developed by Department of Nutritional Sciences as addenda to the University policies and to apply to unique needs of the department. As specified by university policy, all research faculty will be hired using the same hiring procedures as tenure-track faculty. The academic ranks and related titles in the research title series in the Department of Nutritional Sciences shall be: (1) Assistant Research Professor, (2) Associate Research Professor, and (3) Research Professor.

The work activities of faculty in the Research title series are predominantly focused on research and may not include regularly scheduled teaching or service assignments as per University policy. Research faculty typically have at least a 75% Research effort assignment. We allow that there are research administration tasks within the Research assignment when those are directly related to the research of the faculty member. A regular teaching component of the workload is also permitted if that is carried out as the supervision of or committee service for students whose work is within the primary research area of the faculty member.

Occasional teaching of courses may be negotiated but this should not be a regular assignment. Likewise, a modest service assignment may reflect occasional work that is an extension of or benefits the research work of the faculty member.

Annual Review

All research faculty will be evaluated annually using the same procedures and time as outlined above for the tenure-track faculty. Research faculty will report to the Department Head and will have contracts that are renewed annually based on performance. The Research/Scholarship criteria by which the Research faculty's scholarly research is evaluated are presented in [Appendix B](#). Research faculty with teaching and/or service time allocation will also be evaluated by the criteria presented in [Appendix A and E](#), respectively. In addition to the criteria, the Research Faculty will be evaluated for collegiality, as discussed for tenure-track faculty in [Section 3.6.2](#) of the Faculty Handbook.

Third-Year Review

The Department Head shall conduct a third-year review of all its assistant research professors.

Promotion

Promotion application and decisions will follow the same annual timeline as established by the Provost's office for tenure-track faculty.

The following table outlines the ratings required for Promotion. The primary assessment will be based on Research/Scholarship activities presented in Appendix H. However, Research faculty with teaching and/or service time allocation will also be assessed by the criteria presented in Appendix G and J, respectively.

| | Assistant Professor | Associate Professor | Professor |
|---------------------------------|----------------------------|----------------------------|---------------------|
| Teaching | Acceptable | Excellence | Highest Distinction |
| Research/Scholarship Activities | Acceptable | Excellence | Highest Distinction |
| Service | Acceptable | Acceptable | Excellence |

E. Clinical Title Series Appointments and Promotions

General Aspects of Appointment and Promotion

University policies related to clinical title series are found in the Auburn University [Faculty Handbook](#). According to the Faculty Handbook: “The clinician title series is a nontenure-track professional series for appointment of appropriately qualified individuals who contribute to the university’s academic mission by participation in activities that (1) predominantly involve clinical practice; (2) are of contractually specified duration; and (3) operate under contracts, grants, generated income, or other designated funds.” Clinical faculty are expected to teach in the clinical setting. As such, the appointment of clinical faculty must specify the amount of teaching expected (effort assignment). Research/Scholarly may also be included in the effort assignment. A modest service assignment may reflect occasional work that is an extension of or benefits the clinical work of the faculty member. The academic ranks and related titles in the clinician title series in the Department of Nutritional Sciences shall be: (1) Assistant Clinical Professor, (2) Associate Clinical Professor, and (3) Clinical Professor. This section describes criteria and procedures for clinical faculty in the Department of Nutritional Sciences. These criteria were developed by Department of Nutritional Sciences as addenda to the University policies and to apply to unique needs of the department. As specified by University policy, all clinical faculty will be hired using the same hiring procedures as tenure-track faculty.

Clinician title series faculty report on clinical activities that demonstrate an integrated program of clinical scholarship showing evidence of quality, impact, and dissemination of resulting clinical practices and expertise. Interaction with the wider community of clinical scholars should be visible, and a reputation for excellence among peers at this and other institutions should be emerging.

Annual Review

Appointees in the clinical title series are considered to be clinicians/educators and are under the supervision of the Department Head. A faculty member on appointment in the clinician title series is primarily expected to provide clinical services and clinical practice and to a lesser extent other scholarly endeavors.

All clinical title series faculty will be evaluated annually using the same procedures and time as outlined above for the tenure-track faculty. Clinical title series faculty will be annually evaluated by the Department Head and will have contracts that are renewed annually based on performance. The Clinical

criteria by which the clinical title series faculty's clinical activities are evaluated are presented in [Appendix D](#). The Teaching criteria by which the clinical title series faculty's teaching is evaluated are presented in [Appendix A](#). Clinical title series faculty with research and/or service time allocation will also be evaluated by the criteria presented in [Appendix B and E](#), respectively. In addition to the above criteria, the Clinical Faculty will be evaluated for collegiality, as discussed for tenure-track faculty in [Section 3.6.2](#) of the Faculty Handbook.

Third-Year Review

According to the Faculty Handbook, the Department Head shall conduct a third-year review of all its assistant clinical professors.

Promotion

Promotion application and decisions will follow the same annual timeline as established by the Provost's office for tenure-track faculty.

The following table outlines the ratings required for Promotion. The primary assessment will be based on Clinical activities presented in [Appendix K](#). However, Clinical faculty with teaching, research/scholarship and/or service time allocation will also be assessed by the criteria presented in [Appendix G, H, or J](#), respectively.

| | Assistant Clinical Professor | Associate Clinical Professor | Clinical Professor |
|---------------------------------|-------------------------------------|-------------------------------------|---------------------------|
| Clinical | Acceptable | Excellence | Highest Distinction |
| Teaching | Acceptable | Excellence | Highest Distinction |
| Research/Scholarship Activities | Acceptable | Excellence | Highest Distinction |
| Service | Acceptable | Acceptable | Excellence |

F. Lecturer Title Series Appointments and Promotions

General Aspects of Appointment and Promotion

University policies related to lecturer faculty are found in the Auburn University [Faculty Handbook](#). This section outlines criteria and procedures for lecturer appointments within the Department of Nutritional Sciences. These criteria were developed as addenda to University policies and reflect the unique instructional mission of the department. As specified by University policy, all lecturer faculty will be hired using the same hiring procedures as tenure-track faculty.

Faculty in the Lecturer title series hold non-tenure-track appointments with primary responsibilities in instruction. Lecturer appointments typically emphasize teaching effectiveness, student engagement, and pedagogical innovation. Lecturer faculty typically have a teaching assignment comprising at least 75% of their effort. A modest service assignment may be appropriate and should reflect work that directly supports instructional activities, program development, and/or student support.

Research or scholarly activity may be included in the effort assignment where it contributes to instructional excellence or involves the scholarship of teaching and learning. This could encompass curriculum development, evidence-based pedagogical practices, and contributions to departmental initiatives focused on continuous improvement of academic programming.

Lecturer faculty are expected to maintain excellence in teaching, demonstrate a commitment to inclusive and effective pedagogy, and contribute to the department's academic mission through collaboration, mentorship, and active engagement with student success efforts.

The academic ranks and related titles in the Lecturer title series in the Department of Nutritional Sciences shall be:

1. Lecturer
2. Senior Lecturer

Annual Review

Appointees in the lecturer title series are considered to be educators and are under the supervision of the Department Head. A faculty member on appointment in the lecturer title series is primarily expected to provide instruction and to a lesser extent other scholarly endeavors.

All lecturer title series faculty will be evaluated annually using the same procedures and time as outlined above for the tenure-track faculty. Lecturer title series faculty will be evaluated by the Department Head and will have contracts that are renewed annually based on performance. The criteria by which the lecturer title series faculty's activities are evaluated are presented in the Teaching Criteria presented in [Appendix A](#). Lecturer title series faculty with a minor research and/or service time allocation will also be evaluated by the criteria presented in [Appendix B and D](#), respectively. In addition to the above criteria, the Lecturer Faculty will be evaluated for collegiality, as discussed for tenure-track faculty in [Section 3.6.2](#) of the Faculty Handbook.

Third-Year Review

The Department Head shall conduct a third-year review of all its faculty in the Lecturer appointment.

Promotion

Promotion application and decisions follow the same annual timeline as established by the Provost's office for tenure-track faculty.

The following table outlines the ratings required for Promotion to Senior Lecturer. The primary assessment will be based on Teaching activities presented in Appendix G. However, Lecturers with research/scholarship and/or service time allocation will also be assessed by the criteria presented in Appendix H or J, respectively.

| | Lecturer | Senior Lecturer |
|---------------------------------|-----------------|------------------------|
| Teaching | Acceptable | Highest Distinction |
| Research/Scholarship Activities | Acceptable | Acceptable |
| Service | Acceptable | Acceptable |

APPENDIX A. CRITERIA FOR ANNUAL EVALUATION OF TEACHING

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall Assessment | Effective teaching with quality instruction and a record of successful student advising and mentoring. | Highly effective teaching with quality instruction and strong student advising and mentoring. | Outstanding teaching with innovative instruction, exemplary evaluations, and student advising and mentoring that significantly impacts student success. |
| Course evaluations | Satisfactory course evaluations (average of 4 or greater); student comments reflect competent teaching practices and clear content delivery; meets expectations for performance in peer evaluation of teaching. | Strong course evaluations (above either departmental <u>or</u> college means); student comments reflect high teaching quality, clear communication, significant student engagement, etc., exceeds expectations for performance in peer evaluation of teaching | Outstanding course evaluations (consistently above departmental <u>and</u> college means); student comments reflect clear communication, supportive learning environment, profound impact, innovative teaching techniques, etc.; exemplary performance in peer evaluation of teaching, |
| Undergraduate student mentoring | Provides guidance and support to undergraduate students/mentees. | Supports student development of knowledge and skills through effective mentoring and comprehensive career planning. Student participates in research activities such as data collection and analysis, writing, and attendance at events to promote professional development | Supports and mentors student resulting in research presentations and/or publications. Students demonstrate significant impact on their professional growth. |
| Graduate/postgraduate student/visiting scholar mentoring | Provides mentoring through committee service, advising, and research guidance. Mentors students/trainees to meet minimum academic standards and deadlines. | Records of students mentoring/ advising, chairing thesis and/or dissertation committees, research guidance. Encourages students to attend conferences and workshops; provides opportunities for students to present their research; mentors student in writing manuscripts to be submitted for publication. | Evidence of mentoring and advising that consistently results in graduate students/ scholars being recognized with awards, scholarships, publications, and notable career achievements. |

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| Course development/design | Improves an existing course, learning outcomes, and integrate technology to enhance student engagement and achievement. | Develops new courses or re-designs courses that significantly enhance student learning outcomes, incorporate advanced technological tools, and update content. | Develops or re-designs courses that clearly align learning outcomes with required and/or innovative knowledge and skills, Content is cutting-edge and highly relevant, integrates diverse resources with interactive learning strategies, and diverse assessment methods. |
| Contributions to educational programs | Participates in curriculum maintenance. Contributes to existing courses within graduate or undergraduate programs. | Engages in curriculum development at both graduate and undergraduate levels OR Significantly contributes to departmental educational initiatives. | Leads curriculum innovations and shapes the department's educational strategy with pioneering approaches. |
| Student Advising | Participates in assigned undergraduate advising (professional support and advisement) | Participates in assigned undergraduate advising (professional support and advisement) and supports students who are not listed as part of assigned advising load | Participates in assigned undergraduate advising (professional support and advisement) and supports students who are not listed as part of assigned advising load. Participates in other advising activities such as proactively supporting students for interviews and internship opportunities, participates in student organizations as a faculty advisor, nominated for university-wide awards |
| Professional development | Regularly participates in professional learning communities relevant to instruction; Collaborates with peers on simple projects or initiatives, demonstrating a willingness to engage and learn. Attends conferences and educational events OR Participates in professional learning opportunities to improve teaching | Actively participates in multiple professional development opportunities around teaching and learning; takes leadership roles on projects to improve teaching; collaborates with peers on projects or initiatives, leading to significant changes or outcomes. Attends conferences and educational events AND Participates in professional learning opportunities to improve teaching | Serves as an expert/presents at meetings and conferences; leads collaborative efforts to update projects or initiatives resulting in significant changes or outcomes; mentors and supports peers in professional development in instruction. Attends conferences and educational events AND Participates in professional learning opportunities to improve teaching |

| Additional Evidence of Teaching* | Shows evidence of 1-2 of the following activities | Shows evidence of 2-3 of the following activities | Shows evidence of 3-4 of the following activities |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other works and activities | <ul style="list-style-type: none"> • Co-author to scholarly publications focused on pedagogical advancements and teaching methodologies. • Contributes to scholarly publications in collaboration with students, fostering academic growth and mentorship. • Participates in securing instructional grants, demonstrating a commitment to enhancing educational resources and opportunities. • Receives teaching awards recognizing excellence in education. • Exhibits outstanding contributions to the field of education • Integrates activities in courses that includes service-learning, interprofessional education, and/or other experiential, out of the classroom activities. | <ul style="list-style-type: none"> • Lead author to scholarly publications focused on pedagogical advancements and teaching methodologies. • Authors scholarly publications in collaboration with students, fostering academic growth and mentorship. • Participates in securing instructional grants, demonstrating a commitment to enhancing educational resources and opportunities. • Receives teaching awards recognizing excellence in education. • Exhibits outstanding contributions to the field of education • Integrates activities in courses that includes service-learning, interprofessional education, and/or other experiential, out of the classroom activities. | <ul style="list-style-type: none"> • Lead author to scholarly publications focused on pedagogical advancements and teaching methodologies. • Authors scholarly publications in collaboration with students, fostering academic growth and mentorship. • Secures instructional grants, demonstrating a commitment to enhancing educational resources and opportunities. • Receives teaching awards recognizing excellence in education. • Exhibits outstanding contributions to the field of education • Integrates activities in courses that includes service-learning, interprofessional education, and/or other experiential, out of the classroom activities. |

*Required of those in predominantly teaching positions ($\geq 75\%$ assigned load).

APPENDIX B. CRITERIA FOR ANNUAL EVALUATION OF RESEARCH/SCHOLARSHIP*

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall Assessment | General impression is that the candidate is a competent scholar | General impression is that the candidate is a highly competent scholar | General impression is that the candidate is a superb scholar |
| Publications | Evidence of publications at the level appropriate for assigned effort in research: peer-reviewed work will be given significantly greater weight than non peer-reviewed work. | Evidence of publications at a higher level than required for the assigned effort in research. Peer-reviewed work will be given significantly greater weight than non peer-reviewed work. Work is published in journals well-regarded by the scientific discipline: journals ranking in quartile 1 or 2. | Evidence of publications at a far higher level than required for the assigned effort in research. Peer-reviewed work will be given significantly greater weight than non peer-reviewed work. Work is published in journals well-regarded by the scientific discipline: journals ranking in quartile 1. |
| Presentations | Participates in peer-reviewed scholarly presentations at local and/or regional professional meetings, with occasionally presentations at national conferences. | Participates in peer-reviewed scholarly presentations with a greater focus on national conferences over local/regional meetings. | Participates in peer-reviewed scholarly presentations at the national level; invited to present findings at national or international conferences; engages with the global academic community. |
| Grants and Contracts | Participates in the writing and submission of internal and external proposals at the level appropriate for the assigned effort in research. | Submits internal and external proposals at the level above requirements for the assigned effort in research. Increased success in securing funding or submitting competitive external applications [†] , with increased emphasis on external funding. Takes leadership roles, Principal Investigator (PI or co-PI), on grant proposals. | Submits external proposals at the level far above requirements for the assigned effort in research. Is successful in securing an external grant. Greater weight given to large (> \$100K) awards. Serves as the Principal Investigator (PI or co-PI) on grant submissions. Collaborative or interdisciplinary research on grant proposals is given greater weight. |

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|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | † Competitiveness includes but is not restricted to grant applications being reviewed in a final round or scored in a review. Alignment with the grant proposal call can also be used to demonstrate competitiveness, which can be discipline specific. | |
| Sustainability of Focused Research Agenda | Demonstrates a foundation for expertise in a research area. Engages in activities to build knowledge and skills in this area. | Shows a deepening expertise in a specific area through publications, presentations, and recognition from peers. | Achieves recognized expertise in a specific area, becoming a leading authority through publications, presentations, and leadership. Continues to seek advanced knowledge and skills in this area. |
| Additional Evidence of Research/Scholarship | Shows evidence of 1-2 of the following activities | Shows evidence of 3-4 of the following activities | Shows evidence of 5-6 of the following activities |
| Other Works and Activities | <ul style="list-style-type: none"> • Nominated for a professional honor or award that confers local recognition for research/creative (i.e., scholarly) efforts • Engages in trainings appropriate to support efforts related to research agenda • Engages in collaborative, interdisciplinary or team research • Receives professional certification and/or advanced credentialing in area related to research agenda • Actively maintains and enhances technical, scientific, or discipline-specific competence • Develops models that are effective in addressing policy issues • Provides research-related technical, scientific, or discipline-specific consultation to students or peers • Evidence of copyright, patent, or licensed work with potential for national | <ul style="list-style-type: none"> • Nominated for a professional honor or award that confers local recognition for research/creative (i.e., scholarly) efforts • Engages in trainings appropriate to support efforts related to research agenda • Engages in collaborative, interdisciplinary or team research • Receives professional certification and/or advanced credentialing in area related to research agenda • Develops models that are effective in addressing policy issues • Actively maintains and enhances technical, scientific, or discipline-specific competence • Provides research-related technical, scientific, or discipline-specific consultation to students or peers • Evidence of copyright, patent, or licensed work with potential for national | <ul style="list-style-type: none"> • Nominated for a professional honor or award that confers local recognition for research/creative (i.e., scholarly) efforts • Engages in trainings appropriate to support efforts related to research agenda • Engages in collaborative, interdisciplinary or team research • Receives professional certification and/or advanced credentialing in area related to research agenda • Develops models that are effective in addressing policy issues • Actively maintains and enhances technical, scientific, or discipline-specific competence • Provides research-related technical, scientific, or discipline-specific consultation to students or peers • Evidence of copyright, patent, or licensed work with potential for national |

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| | or international significance; evidence of a major percent contribution to the development of intellectual property; evidence for issuance of a full U.S. patent; evidence of commercial licensure of a full U.S. patent; listing of a copyright and trademark by the candidate | or international significance; evidence of a major percent contribution to the development of intellectual property; evidence for issuance of a full U.S. patent; evidence of commercial licensure of a full U.S. patent; listing of a copyright and trademark by the candidate | or international significance; evidence of a major percent contribution to the development of intellectual property; evidence for issuance of a full U.S. patent; evidence of commercial licensure of a full U.S. patent; listing of a copyright and trademark by the candidate |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

* Using a research/scholarship load of approximately 45%, tenure-track faculty members are expected to publish no less than 3 articles every 2 years and annually submit grants (see guidelines regarding expectations around internal versus external grants). Expectations for faculty with research appointments less than or greater than 50% are adjusted accordingly. More detail can be found in the narrative portion of this document.

APPENDIX C. CRITERIA FOR ANNUAL EVALUATION OF EXTENSION*

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall Assessment | General impression is that the candidate is a competent Extension professional | General impression is that the candidate is a highly competent Extension professional | General impression is that the candidate is an exemplar Extension professional |
| Integrated Extension Program | Emerging evidence of an independent and cohesive program in direct response to an identified need | Greater evidence of an independent and cohesive program in direct response to an identified need | Sustained evidence of an independent, cohesive, and impactful program |
| Extension Products and Resources | Preliminary evidence of educational resources (e.g., curricula, professional development materials, guide sheets, videos, websites, or other internet-based educational technologies) in direct support of a faculty member's Extension program(s) | Greater evidence of educational resources (e.g., curricula, professional development materials, guide sheets, videos, websites, or other internet-based educational technologies) in direct support of a faculty member's Extension program(s) | Consistent evidence of educational resources (e.g., curricula, professional development materials, guide sheets, videos, websites, and other internet-based educational technologies) in direct support of a faculty member's Extension program(s); evidence should be updated based on relevant applied research |
| Documented Extension Outcomes and/or Impacts | Preliminary evidence of programmatic outcomes as documented in Extension impact statements. | Greater evidence of programmatic outcomes and impacts as documented in Extension impact statements. | Consistent record of program efficacy and achievement of program outcomes and impacts as documented in Extension and other public-facing impact statements. |
| Extension Instruction | Train lay and professional audiences within the state on program-related processes and products, including lectures, presentations, or workshops. Instructional activities will include in-service education for Extension professionals in the state. | Train lay and professional audiences within and outside the state on program-related processes and products, including lectures, presentations, workshops, and in-service training. Instructional activities will include in-service education for Extension professionals in the state and beyond. | Sustained dedication to training lay and professional audiences within and outside the state on program-related processes and products, including a commitment to in-service education for Extension professionals. |
| Publications[†] | Evidence of peer-reviewed publications, including Extension peer-reviewed articles | Evidence of peer-reviewed publications, including Extension peer-reviewed articles and | Evidence of peer-reviewed publications, including Extension peer-reviewed articles |

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|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | and discipline-specific journal articles at a rate appropriate to the assigned effort in research. Publications should directly relate to a faculty member's Extension programmatic area and efforts. | discipline-specific journal articles at a rate higher than the assigned effort in research. Publications should directly relate to a faculty member's Extension programmatic area and efforts. | and discipline-specific journal articles at a rate far higher than the assigned effort in research. Publications should directly relate to a faculty member's Extension programmatic area and efforts. |
| Presentations[†] | Delivers presentations about Extension content area at local and/or state professional meetings | Regularly delivers presentations about Extension content area at state, regional, and national professional meetings | Regularly delivers presentations about Extension content area at state, regional, national, or international professional meetings |
| Grant Funding[†] | Seeks internal funding for support of Extension programmatic efforts at a rate appropriate to the assigned effort in research. Demonstrates modest success, with some proposals being funded. Works collaboratively with colleagues on grant proposals. | Continues to seek and successfully obtains internal funding to support Extension programmatic efforts. Participates in efforts to secure external funding to support Extension programmatic efforts. | Demonstrates a consistent record of both internal and external funding to support a focused Extension program. Leads and mentors colleagues in the grant-writing process and contributions significantly advance Extension efforts. |
| Stakeholder Relations | Responds to requests from extension agents and shares relevant materials. Participates in community events when invited. Delivers occasional presentations or workshops in the community. | Routinely collaborates with extension agents on community programs and outreach. Participates in program and material development. Builds relationships with local organizations and stakeholders. Regularly engages in community education and outreach. | Takes the lead to establish relationships and develop community programs and outreach activities. Serves as a statewide resource. Secures funding or recognition for joint efforts. Plans and implements community education and outreach efforts. |
| Additional Evidence of Scholarship | Shows evidence of 2 of the following activities | Shows evidence of 3 of the following activities | Shows evidence of 3 of the following activities |
| | <ul style="list-style-type: none"> • Nominated for a professional honor or award that confers local recognition for Extension efforts • Serves as a reviewer for Extension curricula/programs and related peer-reviewed products within the Alabama Cooperative Extension System | <ul style="list-style-type: none"> • Received a professional honor or award that confers state recognition for Extension efforts • Serves as a reviewer for Extension curricula/programs and related peer-reviewed products for programs in the southern region | <ul style="list-style-type: none"> • Received a professional honor or award which confers state, national, or international recognition for Extension efforts or has received multiple honors and/or awards at any level • Serves as a reviewer for Extension curricula/programs and related peer- |

| | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Is recognized by faculty and students for Extension-related expertise • Serves as referee for Extension journals or journals that publish extension scholarship | <ul style="list-style-type: none"> • Is recognized by faculty colleagues and students for Extension-related expertise and engages in collaborative efforts related to these working relationships with other faculty • Serves as an external reviewer for Extension-related grants OR Is on an editorial board or regularly serves as a referee for Extension journals or journals that publish Extension scholarship | <ul style="list-style-type: none"> reviewed products for programs across the nation • Provides leadership to collaborative efforts with other faculty and students due to Extension-related expertise • Serves as an external reviewer for Extension-related grants AND continues to provide expertise and leadership through editorial board service or referee for Extension journals |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*Criteria presented in this appendix assume a 75% appointment

[†]Presentations and Grants for faculty members with extension appointments are listed here in lieu of those listed in Appendix B.

APPENDIX D. CRITERIA FOR ANNUAL EVALUATION OF CLINICAL FACULTY

| Criteria | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall Assessment | The faculty has met the expectations for clinical practice and clinical education. | The faculty has made outstanding contributions to clinical practice and clinical education. | The faculty demonstrated exceptional leadership and innovation in clinical practice and clinical education. |
| Clinical Practice | Evidence of effective patient care, adherence to evidence-based practices, and positive feedback from patients and peers. | Greater evidence of effective patient care, adherence to evidence-based practices, improved patient outcomes, and positive feedback from patients and peers. | Leadership in clinical practice, including innovative approaches to patient care, exceptional patient outcomes, and receiving awards or recognitions for outstanding contributions. |
| Clinical Education | Provides consistent mentorship, supervision, and instruction to students, residents, and fellows. | Supports student, resident, and fellow development through effective mentorship, supervision, and comprehensive clinical teaching. | Mentoring and teaching that results in outstanding clinical skills, successful career placements, or demonstrating an impact on their professional growth. |

| Additional Evidence of Clinical Faculty Performance | Shows evidence of 1 of the following activities | Shows evidence of 2 of the following activities | Shows evidence of 3 of the following activities |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clinical Activities | <ul style="list-style-type: none"> Engages in clinical research or quality improvement projects, including the conduct of clinical trials and publication of research findings. Participates in collaboration with other healthcare professionals and departments to provide comprehensive care. Serves as a content expert through talks, media interviews, public forums, etc. Participates in community and outreach activities related to clinical practice | <ul style="list-style-type: none"> Engages in clinical research or quality improvement projects, including the conduct of clinical trials and publication of research findings. Participates in collaboration with other healthcare professionals and departments to provide comprehensive care. Serves as a content expert through talks, media interviews, public forums, etc. Participates in community and outreach activities related to clinical practice | <ul style="list-style-type: none"> Leads in clinical research or quality improvement projects, including the conduct of clinical trials and publication of research findings. Takes a leadership role in collaboration with other healthcare professionals and departments to provide comprehensive care. Serves as a content expert through talks, media interviews, public forums, etc. Develops and participates in community and outreach activities related to clinical practice |

APPENDIX E. CRITERIA FOR ANNUAL EVALUATION OF SERVICE

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall Assessment | The candidate has met the expectations for service | The candidate has made outstanding contributions to service | The candidate demonstrated exceptional leadership in service |
| University Service | Evidence of participation in departmental, college, OR university committees | Greater evidence of participation in departmental, college, AND university committees and takes a leadership role on some of the committees. | Leadership in committees as a chairperson or distinguished contribution at departmental, college, or university level OR Receiving awards or recognitions for outstanding contributions to service |
| Professional Service | <p><i>Shows evidence of minimum 2 of the following activities</i></p> <ul style="list-style-type: none"> • Serve as reviewer for scientific journals • Membership in professional organizations • Serve on editorial board of a scientific journals • Participates in internal or extramural funding agencies grant review panels | <p><i>Shows evidence of minimum 3 of the following activities</i></p> <ul style="list-style-type: none"> • Serve as reviewer for scientific journals • Active participation in professional organizations and conferences. • Serve on an editorial board of a 1st or 2nd quartile scientific journal in the field of research/scholarship • Participates in internal or extramural agencies grant review panels • Provides faculty mentoring in scholarship and professional development | <p><i>Shows evidence of minimum 4 of the following activities</i></p> <ul style="list-style-type: none"> • Serve as reviewer for scientific journals • Chair national or international professional committees. • Serve on an editorial board of a 1st quartile scientific journal in the field of research/scholarship • Leads or participates in extramural agencies grant review panels • Provides faculty mentoring in scholarship and professional development |
| Additional Evidence of Service | Shows evidence of minimum 2 of the following activities | Shows evidence of minimum 3 of the following activities | Shows evidence of minimum 4 of the following activities |
| | <ul style="list-style-type: none"> • Provides expert talks, media interviews, or public forums on nutrition-related topics | <ul style="list-style-type: none"> • Provides expert talks, media interviews, or public forums on nutrition-related topics | <ul style="list-style-type: none"> • Provides expert talks, media interviews, or public forums on nutrition-related topics |

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| | <ul style="list-style-type: none"> • Participates in community-healthservice • Partners with local organizations to implement programs and/or interventions • Supports underserved populations through targeted outreach. • Serves on community boards or committees • Provides expert consultation to community groups or government agencies • Participates in public policy advocacy related to health, nutrition, or education • Represents the university in regional/national or statewide outreach activities • Facilitates campus-community partnerships that align with program mission and strategic plans • Supports extension programs or other land-grant mission activities | <ul style="list-style-type: none"> • Participates in community-healthservice • Partners with local organizations to implement programs and/or interventions • Supports underserved populations through targeted outreach. • Serves on community boards or committees • Provides expert consultation to community groups or government agencies • Participates in public policy advocacy related to health, nutrition, or education • Represents the university in regional/national or statewide outreach activities • Facilitates campus-community partnerships that align with program mission and strategic plans • Supports extension programs or other land-grant mission activities | <ul style="list-style-type: none"> • Participates in community-health service • Partners with local organizations to implement programs and/or interventions • Supports underserved populations through targeted outreach. • Serves on community boards or committees • Provides expert consultation to community groups or government agencies • Participates in public policy advocacy related to health, nutrition, or education • Represents the university in regional/national or statewide outreach activities • Facilitates campus-community partnerships that align with program mission and strategic plans • Supports extension programs or other land-grant mission activities |
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The weight or rank of criteria in the categories may vary depending upon the specific load assigned the faculty member.

APPENDIX F. CRITERIA FOR ANNUAL EVALUATION OF ADMINISTRATION

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
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| Overall Assessment | Fulfills core administrative duties reliably and on time. Maintains effective communication and meets expectations. | Goes beyond basic duties. Demonstrates initiative, improves processes, and contributes to unit or college success. | Leads transformative initiatives. Recognized for exceptional leadership, innovation, and broad institutional impact. |
| Leadership and Vision | <ul style="list-style-type: none"> • Demonstrates basic leadership skills and provides a clear vision for the program. Ensures that the program meets minimum standards and goals. | <ul style="list-style-type: none"> • Exhibits strong leadership skills and articulates a compelling vision for the program. Successfully implements strategies that exceed program goals and fosters a positive and collaborative environment. | <ul style="list-style-type: none"> • Demonstrates exceptional leadership and visionary thinking. Inspires and motivates faculty, staff, and students to achieve outstanding results. Sets new benchmarks for program excellence and innovation. |
| Program Development and Management | <ul style="list-style-type: none"> • Manages the program effectively, ensuring that it meets accreditation standards and institutional requirements. Addresses issues as they arise and maintains program stability. | <ul style="list-style-type: none"> • Proactively develops and enhances the program, implementing improvements that lead to significant positive outcomes. Effectively manages resources and addresses challenges with innovative solutions. | <ul style="list-style-type: none"> • Leads the program to new heights through continuous development and strategic management. Achieves outstanding results in program quality, student satisfaction, and resource optimization. Anticipates and addresses challenges before they arise. |
| Faculty and Staff Development | <ul style="list-style-type: none"> • Provides basic support and development opportunities for faculty and staff. Ensures that professional development requirements are met for faculty and staff. Ensures that professional development requirements are met. | <ul style="list-style-type: none"> • Actively supports and promotes faculty and staff development. Implements effective professional development programs that lead to noticeable improvements in teaching and research. | <ul style="list-style-type: none"> • Champions faculty and staff development, creating a culture of continuous improvement and excellence. Provides exceptional support and opportunities that result in significant advancements in teaching, research, and professional growth, continuous improvement and excellence. |
| Student Success and Engagement | <ul style="list-style-type: none"> • Ensures that students receive adequate support and resources to succeed. Addresses student concerns and maintains satisfactory levels of student engagement. | <ul style="list-style-type: none"> • Implements effective strategies to enhance student success and engagement. Provides robust support systems and actively addresses student needs, leading to high levels of student satisfaction and achievement. | <ul style="list-style-type: none"> • Creates an outstanding environment for student success and engagement. Develops innovative programs and support systems that significantly enhance student experiences and outcomes. Achieves exceptional levels of student satisfaction and success. |

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| Community and Industry Engagement | <ul style="list-style-type: none"> Maintains basic relationships with community and industry partners. Participates in outreach activities as required. | <ul style="list-style-type: none"> Develops strong partnerships with community and industry stakeholders. Actively engages in outreach activities that benefit the program and its stakeholders. | <ul style="list-style-type: none"> Establishes and nurtures exceptional relationships with community and industry partners. Leads impactful outreach initiatives that significantly enhance the program's reputation and contributions to society. |
| Curriculum Development | <ul style="list-style-type: none"> Ensures that the curriculum meets basic academic standards and accreditation requirements. Makes minor updates as needed to keep the curriculum current. | <ul style="list-style-type: none"> Proactively develops and enhances the curriculum, incorporating innovative teaching methods and up-to-date content. Ensures that the curriculum is aligned with industry standards and student needs. | <ul style="list-style-type: none"> Leads the development of a cutting-edge curriculum that sets new standards in the field. Incorporates advanced pedagogical approaches and continuously updates the curriculum to reflect the latest advancements and best practices. |
| Student Recruitment and Retention | <ul style="list-style-type: none"> Participates in student recruitment activities and implements basic retention strategies. Maintains satisfactory levels of student enrollment and retention. | <ul style="list-style-type: none"> Develops and implements effective recruitment and retention strategies that lead to increased student enrollment and retention rates. Actively engages with prospective and current students to ensure their needs are met. | <ul style="list-style-type: none"> Leads innovative recruitment and retention initiatives that significantly increase student enrollment and retention rates. Creates a welcoming and supportive environment that attracts and retains top students. |
| Programmatic Assessment | <ul style="list-style-type: none"> Conducts basic assessments to ensure the program meets minimum standards and accreditation requirements. Uses assessment data to make minor improvements. | <ul style="list-style-type: none"> Implements comprehensive assessment strategies to evaluate program effectiveness. Uses assessment data to make significant improvements and enhance program quality. | <ul style="list-style-type: none"> Leads the development and implementation of advanced assessment strategies that set new standards for program evaluation. Uses assessment data to drive continuous improvement and achieve exceptional program outcomes. |

APPENDIX G. PROMOTION CRITERIA FOR EVALUATING TEACHING

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
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| Overall Assessment | Effective teaching with quality instruction and a record of successful student advising and mentoring. | Highly effective teaching with quality instruction and strong student advising and mentoring. | Outstanding teaching with innovative instruction, exemplary evaluations, and student advising and mentoring that significantly impacts student success. |
| Course evaluation | Satisfactory student evaluations and peer reviews, demonstrating effective teaching and content delivery. | High student evaluations and positive peer reviews, showing exceptional teaching quality and strong student engagement. | Outstanding student evaluations and exemplary peer reviews, demonstrating exceptional teaching impact and innovative instructional methods. |
| Undergraduate student mentoring (if applicable) | Provides consistent guidance and support to undergraduate students/mentees. | Supports student development through effective mentoring and comprehensive career planning. | Supports and mentoring student resulting in outstanding research, presentations, OR successful career placements, OR demonstrating an impact on their professional growth. |
| Graduate/postgraduate student/ visiting scholar mentoring (if applicable) | Provides mentoring through committee service, advising, and research guidance. | Records of students mentoring/ advising, chairing thesis and/or dissertation committees, research guidance. | Evidence of mentoring and advising that consistently results in graduate students/ scholars being recognized with awards, scholarships, publications, and notable career achievements. |
| Additional Evidence of Teaching | Shows evidence of 1-2 of the following activities | Shows evidence of 2-3 of the following activities | Shows evidence of 3-4 of the following activities |
| Course development/design | Improve an existing course, redesign its structure, learning outcomes, and integrate technology to enhance student engagement and achievement. | Develops course designs that significantly enhance student learning outcomes, advanced technological tools, and content. | Creates innovative and exemplary courses. |

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| Contributions to educational programs | Participates in curriculum maintenance OR Contributes to existing courses within graduate or undergraduate programs. | Engages in curriculum development at both graduate and undergraduate levels OR Significantly contributing to departmental educational initiatives. | Leads curriculum innovations and shapes the department's educational strategy with pioneering approaches that become models for other institutions. |
| Honors and awards | Produces teaching-related publications OR Produces publications from collaboration with students. OR May have received departmental recognition. | Produces teaching-related publications OR Produces publications from collaboration with students. OR Records of obtaining instructional grants OR Prestigious teaching awards at the institutional level. | Produces teaching-related publications OR Produces publications from collaboration with students. OR Records of obtaining instructional grants OR Multiple prestigious teaching awards at the institutional or national level. OR Demonstrating exceptional contributions to education. |
| Professional growth | Attending conferences and educational events OR Participating in professional learning communities | Attending conferences and educational events OR Participating in professional learning communities | Attending conferences and educational events OR Participating in professional learning communities |

The weight or rank of criteria in the categories may vary depending upon the specific load assigned the faculty member. The standard teaching load for a tenure-track appointment is 50%. The standard teaching load for a Lecturer appointment is 75%.

APPENDIX H. PROMOTION CRITERIA FOR EVALUATING RESEARCH/SCHOLARSHIP

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
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| Overall Assessment | General impression is that the candidate is a competent scholar | General impression is that the candidate is a highly competent scholar | General impression is that the candidate is a superb scholar |
| Publications | Evidence of publications: peer-reviewed work will be given significantly greater weight than non peer-reviewed work and both the quality and quantity of publications will be assessed | Greater evidence of publications: has published a significant number of refereed articles and/or book chapters of very good quality. Peer-reviewed work will be given significantly greater weight than non peer-reviewed work and both the quality and quantity of publications will be assessed | Has published a large number of important and influential peer-reviewed articles and/or book chapters of excellent quality/high impact: both the quality and quantity of publications will be assessed |
| Grants and Contracts | Seeks internal funding for support of scholarship | Seeks external funding for support of scholarship and demonstrates competitiveness [†] . Receipt of intramural funding is an appropriate strategy for improving the likelihood of external funding [†] Competitiveness includes but is not restricted to grant applications being reviewed in a final round or scored in a review. Alignment with the grant proposal call can also be used to demonstrate competitiveness, which can be discipline specific. | Demonstrates a consistent record of obtaining external funding for support of a focused program of scholarship |
| Sustainability of Focused Research* | Evidence of expertise; Has the beginnings of a program of research | Evidence consistent with his/her sustained scholarly program | Evidence of a sustainable career path recognized as a result of his/her scholarly program |
| Additional Evidence of Research/Scholarship** | Shows evidence of 3 of the following activities | Shows evidence of 4 of the following activities | Shows evidence of 5 of the following activities |

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| Presentations | Makes scholarly presentations at local and/or state professional meetings | Regularly makes scholarly presentations at state, regional, and national professional meetings | Regularly makes scholarly presentations at state, regional, national or international professional meetings OR Invited seminars at a University |
| Honors and Awards | Has been nominated for a professional honor or award that confers local recognition for research/creative (i.e., scholarly) efforts | Has received a professional honor or award that confers local recognition for research/creative (i.e., scholarly) efforts | Has received a professional honor or award which confers statewide, national or international recognition for research/creative (i.e., scholarly) efforts or has received multiple honors and/or awards at any level |
| Other Works and Activities | Engages in technical/scientific training as appropriate OR Receives professional certification and/or advanced credentialing | Actively maintains and enhances technical/scientific competence as appropriate OR Receives professional certification and/or advanced credentialing | Actively maintains and enhances technical/scientific competence as appropriate OR Receives professional certification and/or advanced credentialing |
| Other Works and Activities | Develops models that are effective in addressing policy issues OR Provides professional consultation resulting in significant scholarly outcomes OR Develops and evaluates policy innovations that benefit communities | Develops models that are effective in addressing policy issues OR Provides professional consultation resulting in significant scholarly outcomes OR Develops and evaluates policy innovations that benefit communities | Develops models that are effective in addressing policy issues OR Provides professional consultation resulting in significant scholarly outcomes OR Develops and evaluates policy innovations that benefit communities |
| Expertise and Leadership | Is recognized at the local and/or state levels for an area of scholarly expertise | Collaborates with faculty colleagues and students to address common research interests | Provides guidance and assistance to faculty colleagues and students related to research/scholarship/creative activities OR Serves on an advisory board related to scholarly activities |

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| Expertise and Leadership | Serves as referee for scholarly journals | Serves as an external grant reviewer OR Is on an editorial review board or regularly serves as referee for scholarly journals | Serves as an external grant reviewer AND Is on an editorial review board or regularly serves as referee for scholarly journals |
| Copyrighted, Patented, Licensed, or Other Works | Evidence of submission for a copyright, submission of provisional or full patent application or submission of a licensed work or trademark | Evidence of copyright or licensed work with potential for regional significance; major contribution to the development of intellectual property; evidence for issuance of a full U.S. patent; evidence of commercial licensure of a full U.S. patent; listing of a copyright and trademark by the candidate | Evidence of copyright, patent, or licensed work with potential for national or international significance; evidence of a major percent contribution to the development of intellectual property; evidence for issuance of a full U.S. patent; evidence of commercial licensure of a full U.S. patent; listing of a copyright and trademark by the candidate |

* Sustainability is defined as evidence of funding to sustain an independent research program and demonstrate a significant impact on science at a national/international level

** Not all criteria are applicable to all appointments within the Department of Nutritional Sciences. In addition, the weight or rank of criteria in the categories may vary depending upon the specific load assigned the faculty member. The standard research/scholarship load is 45%.

APPENDIX I. PROMOTION CRITERIA FOR EXTENSION

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
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| Overall Assessment | General impression is that the candidate is a competent Extension professional | General impression is that the candidate is a highly competent Extension professional | General impression is that the candidate is an exemplar Extension professional |
| Integrated Extension Program | Emerging evidence of an independent and cohesive program in direct response to an identified need | Greater evidence of an independent and cohesive program in direct response to an identified need | Sustained evidence of an independent, cohesive, and impactful program |
| Extension Products and Resources | Preliminary evidence of educational resources (e.g., curricula, professional development materials, guide sheets, videos, websites, or other internet-based educational technologies) in direct support of a faculty member's Extension program(s) | Greater evidence of educational resources (e.g., curricula, professional development materials, guide sheets, videos, websites, or other internet-based educational technologies) in direct support of a faculty member's Extension program(s) | Consistent evidence of educational resources (e.g., curricula, professional development materials, guide sheets, videos, websites, and other internet-based educational technologies) in direct support of a faculty member's Extension program(s); evidence should be updated based on relevant applied research |
| Documented Extension Outcomes and/or Impacts | Preliminary evidence of programmatic outcomes as documented in Extension impact statements. | Greater evidence of programmatic outcomes and impacts as documented in Extension impact statements. | Consistent record of program efficacy and achievement of program outcomes and impacts as documented in Extension and other public-facing impact statements. |
| Grant Funding | Seeks internal funding for support of Extension programmatic efforts | Obtains external funding to support Extension programmatic efforts. | Demonstrates a consistent record of external funding to support a focused Extension program |

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| Extension Instruction | Train lay and professional audiences within the state on program-related processes and products, including lectures, presentations, or workshops. Instructional activities will include in-service education for Extension professionals in the state. | Train lay and professional audiences within and outside the state on program-related processes and products, including lectures, presentations, workshops, and in-service training. Instructional activities will include in-service education for Extension professionals in the state and beyond. | Sustained dedication to training lay and professional audiences within and outside the state on program-related processes and products, including a commitment to in-service education for Extension professionals. |
| Publications | Evidence of peer-reviewed publications, including Extension peer-reviewed articles and discipline-specific journal articles. These publications should directly relate to a faculty member's Extension programmatic area and efforts | Greater evidence of peer-reviewed publications, including Extension peer-reviewed articles and discipline-specific journal articles; These publications should directly relate to a faculty member's Extension programmatic area and efforts. | Consistent record of peer-reviewed publications related to the faculty member's Extension programmatic areas and other Extension efforts. |
| Presentations | Delivers presentations about Extension content area at local and/or state professional meetings | Regularly delivers presentations about Extension content area at state, regional, and national professional meetings | Regularly delivers presentations about Extension content area at state, regional, or international professional meetings |
| Additional Evidence of Scholarship | Shows evidence of 2 of the following activities | Shows evidence of 2 of the following activities | Shows evidence of 3 of the following activities |
| Honors and Awards | Nominated for a professional honor or award that confers local recognition for Extension efforts | Received a professional honor or award that confers state recognition for Extension efforts | Received a professional honor or award which confers state, national, or international recognition for Extension efforts or has received multiple honors and/or awards at any level |
| Invited Reviewer of Programs and Other Extension Products | Serves as a reviewer for Extension curricula/programs and related peer-reviewed products within the Alabama Cooperative Extension System | Serves as a reviewer for Extension curricula/programs and related peer-reviewed products for programs in the southern region | Serves as a reviewer for Extension curricula/programs and related peer-reviewed products for programs across the nation |

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| Expertise and Leadership | Is recognized by faculty and students for Extension-related expertise | Is sought out by faculty colleagues and students for Extension-related expertise and engages in collaborative efforts related to these working relationships with other faculty | Provides leadership to collaborative efforts with other faculty and students due to Extension-related expertise |
| Expertise and Leadership | Serves as referee for Extension journals or journals that publish Extension scholarship | Serves as an external reviewer for Extension-related grants OR Is on an editorial board or regularly serves as a referee for Extension journals or journals that publish Extension scholarship | Serves as an external reviewer for Extension-related grants AND continues to provide expertise and leadership through editorial board service or referee for Extension journals |

The weight or rank of criteria in the categories may vary depending upon the specific load assigned the faculty member. The standard research load for a tenure-track appointment is 50%. . The standard research load for a Research Professor series appointment is 75%.

APPENDIX J. PROMOTION CRITERIA FOR EVALUATING SERVICE

| | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
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| Overall Assessment | The candidate has met the expectations for service | The candidate has made outstanding contributions to service | The candidate demonstrated exceptional leadership in service |
| University Service | Evidence of participation in departmental, college, or university committees | Greater evidence of participation in departmental, college, or university committees | Leadership in committees as a chairperson or distinguished contribution at college or university level OR Receiving awards or recognitions for outstanding contributions to service |
| Additional Evidence of Research/Scholarship | Shows evidence of minimum 2 of the following activities | Shows evidence of minimum 3 of the following activities | Shows evidence of minimum 4 of the following activities |
| Professional Service | Serve as reviewer for scientific journals OR Membership in professional organizations OR Serve on the editorial board of a scientific journals OR Participating in internal or extramural funding agencies grant review panels | Serve as reviewer for scientific journals OR Active participation in professional organizations and conferences. OR Serve on an editorial board of a 1 st or 2 nd quartile scientific journal in the field of research/scholarship OR Participating in internal or extramural agencies grant review panels OR Provides faculty mentoring in scholarship and professional development | Serve as reviewer for scientific journals OR Chairing national or international professional committees. OR Serving on an editorial board of a 1 st quartile scientific journal in the field of research/scholarship OR Leading or participating in extramural agencies grant review panels OR Provides faculty mentoring in scholarship and professional development |
| Community Service | Providing expert talks, media interviews, or public forums on nutrition-related topics OR Participating in community nutrition education programs | Providing expert talks, media interviews, or public forums on nutrition-related topics OR Participating in community nutrition education programs | Providing expert talks, media interviews, or public forums on nutrition-related topics OR Participating in community nutrition education programs |

* Not all criteria are applicable to all appointments within the Department of Nutritional Sciences. In addition, the weight or rank of criteria in the categories may vary depending upon the specific load assigned the faculty member. The standard service load is 5%.

APPENDIX K. PROMOTION CRITERIA FOR EVALUATING CLINICAL

| Criteria | ACCEPTABLE | EXCELLENCE | HIGHEST DISTINCTION |
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| Overall Assessment | The faculty has met the expectations for clinical practice and clinical education. | The faculty has made outstanding contributions to clinical practice and clinical education. | The faculty demonstrated exceptional leadership and innovation in clinical practice and clinical education. |
| Clinical Practice | Evidence of effective patient care, adherence to evidence-based practices, and positive feedback from patients and peers. | Greater evidence of effective patient care, adherence to evidence-based practices, improved patient outcomes, and positive feedback from patients and peers. | Leadership in clinical practice, including innovative approaches to patient care, exceptional patient outcomes, and receiving awards or recognitions for outstanding contributions. |
| Clinical Education | Provides consistent mentorship, supervision, and instruction to students, residents, and fellows. | Supports student, resident, and fellow development through effective mentorship, supervision, and comprehensive clinical teaching. | Mentoring and teaching that results in outstanding clinical skills, successful career placements, or demonstrating an impact on their professional growth. |
| Additional Evidence of Clinical Faculty Performance | Shows evidence of 1 of the following activities | Shows evidence of 2 of the following activities | Shows evidence of 3 of the following activities |
| Clinical Research | Engages in clinical research or quality improvement projects, including the conduct of clinical trials and publication of research findings. | Regularly engages in clinical research or quality improvement projects, with evidence of high-quality publications and presentations at professional conferences. | Leads clinical research or quality improvement projects, with significant contributions to the field and evidence of high-impact publications and presentations at national or international conferences. |
| Interdisciplinary Collaboration | Participates in collaboration with other healthcare professionals and departments to provide comprehensive care. | Greater participation in interdisciplinary collaboration, including leading collaborative projects and initiatives. | Exceptional leadership in interdisciplinary collaboration, including |

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| | | | organizing and leading collaborative projects that advance clinical practice. |
| Community Engagement | Provides expert talks, media interviews, or public forums on clinical topics and participates in community outreach activities. | Greater engagement in community outreach and education activities, including organizing events and receiving positive feedback from the community. | Leadership in community engagement, including organizing large-scale events, receiving recognitions for contributions, and demonstrating a significant impact on community health and wellness. |

The weight or rank of criteria in the categories may vary depending upon the specific load assigned the faculty member. The standard clinical load is 75%