COLLEGE OF TECHNOLOGY AND COMPUTING
DIGITAL MEDIA DEPARTMENT
CRITERIA ON RANK, TENURE and PROMOTION
SCHOLARLY FACULTY

Mission of the Department of Digital Media

The Department of Digital Media educates professionals to lead in the digital media age, and is committed to delivering professional education to students who seek digital media careers in fields such as animation and games, audio production, video, digital cinema, broadcasting, internet, hybrid interactive media production, interaction design, project management and business and media education. In addition, the pace of change in both social organizations and digital media is such that the Department must also provide life-long engaged learning opportunities to established professionals and prepare students to pioneer career paths that do not now exist.

Digital Media curriculum has a strong component of practical engagement with private enterprises, not-for-profit institutions, schools, and communities to address the pressing social and technological problems of digital media, access and use. The presence of engaged learning leaders will assist the School in its aim to integrate the larger community tightly into its instruction and into its research via partnerships in developing concepts and technologies that will enrich both the practice and theory of the digital media profession.

The Department's emphasis on the application of knowledge and skills to specific problems in an engaged learning setting outside the classroom is an integral part of the program. The central professional and academic commitment of the Department is that better professional practice and better academic knowledge both rest on understanding the actual application of knowledge in real world settings.

Introduction

The purpose of these criteria is to encourage a strong faculty dedicated to excellence, who continue to grow professionally throughout their careers. These criteria are intended to encourage faculty to develop an environment that values all aspects of faculty involvement in the University and in the community. These criteria articulate the processes involved with faculty development, the standards to attain academic tenure, and the procedures to follow in requesting it.

Titles

The tenure-track positions will carry the titles of:

• Instructor
• Assistant Professor
• Associate Professor
• Professor

Standards for the Specific Levels of Rank, Tenure

Assistant Professor
To be appointed as an Assistant Professor, an individual would have to show evidence of:
- a minimum of three years professional experience or advanced degree (above a bachelors degree in a discipline appropriate field)
- peer recognition at the regional level
- potential for leadership in professional practice
- potential for academic productivity in teaching
- evidence of professional service
- ability to provide service, e.g. School and professional committees, program development
- ability to organize and direct field relationships with external organizations
- ability to lecture and organize course materials and to serve as a course and/or program director
- ability to develop new course materials
- membership in professional societies
- ability to give presentation at regional and national meetings
- ability to organize and administer professional practice activities
- potential for service to the School through participation in committees
- related to professional practice and teaching

Associate Professor
To be appointed as Associate Professor or promoted to this rank, an individual would have the equivalent of the requirements for Assistant Professor and also have met the additional requirements as follows:

- established a record of professional accomplishments that is expanding to state, regional and national recognition
- documented evidence of teaching productivity and excellence (as judged by faculty and students)
- significant contributions to practice programs and/or courses
- documented evidence of scholarly and/or creative activity in the role as a primary author and/or a collaborator (e.g. the development of software and electronically produced curricula; development and evaluation of curriculum, publishing articles or books, professional presentations, workshops, organizing boot camps and workshops, curating; judging exhibitions and competitions, reviewing and editing; collecting data relevant to curriculum issues; restoration of materials used in coursework; creation of internet sites, rich internet applications, interaction design, animations, games, films, television shows, internet television productions, videos, creative audio works, audio production, audio restoration, technical audio achievement, audio mixing, audio processing technology. professional practice, consulting to industry; collaboration on projects that advance department goals; and travel to heighten creative production or teaching effectiveness.)

- a continued and growing role in service on School and/or community committees and/or organizations
- participation in national or regional meetings
- ability to mentor less experienced faculty

Professor

To be appointed as Professor or promoted to this rank, an individual would have the equivalent of the requirements for Associate Professor nd also have met the additional requirements as follows:

- established evidence of professional accomplishments recognized at national and international levels
- established excellence and leadership in professional education, as recognized by students and peers
- established scholarly or creative activity (as defined previously) in the role as a primary author and/or major collaborator which has led to recognized prominence in a professional area
- established a significant service role (e.g., recognized leadership on School committees, demonstrated success in linking the School to important constituents)
- proven ability to mentor less experienced faculty
- evidence of responsibility in directing program practice and development

Faculty Development

Faculty Development involves an annual set of activities designed to further enhance and advance a faculty member's competency in each of three areas as outlined in the University Tenure Policiy (637): 1) teaching, 2) service, and 3) scholarship, research and/or creative activity.

The academic professional works to continually improve his or her skill set while on tenure track and strives for outstanding performance associated with the three categories of academic work. Continual improvement of skills is accomplished through development of an Annual Faculty Plan and Annual Activity Report initiated and completed by the faculty member. The candidate, RTP Committee, and RTP Committee Chair meet to evaluate the Plan to ensure it complies with the candidate's tenure plan and College Tenure Policies and Procedures and to make adjustments as needed to the tenure plan. The RTP Chair should document these meetings and such documentation included in the tenure file.

Evaluation of teaching by students shall take place each semester according to UVU policy, and as determined necessary by the Department Chair or Dean. Results shall be provided to the faculty member in a timely manner.

The candidate and Department Chair will solicit written peer evaluations of the candidate each year. Peers will be asked to evaluate the candidate for the teaching, scholarship, and service. Additional peer reviews may be solicited from non-UVU colleagues.

Using the information gained from the student and peer evaluations, the Department Chair shall conduct an annual evaluation meeting with each tenure-track faculty member to address strengths and deficiencies and review goals for achieving tenure. A written summary of the annual evaluation meeting shall be provided to the faculty member in a timely manner. The Dean shall evaluate non-tenured Chairs.

Faculty members initiate completion of goal setting with respect to the Annual Faculty Plan for tenure purposes. To accomplish this process, faculty members perform self-assessments of their strengths and weaknesses associated with the three areas of academic work. Faculty must always consider the School's Mission as they initiate goal setting within this process. School resources and faculty resource needs, equipment needs, time constraints, and any other appropriate variables must be taken into consideration in the faculty development goal-setting process. (See page 11 for an exhibit summarizing important activities and due dates.)

Below are listed the three categories of academic's professional work. They are rank ordered from top to bottom.

- Teaching Activities (50 to 70%)
- Scholarship/Creative Endeavors (10 to 45%)
- Service (10 to 30%)

Faculty members choose within each category their desired weighting percentages and set goals to accomplish such choices. The combined three work percentages must total 100 percent. For special circumstances these percentages can by changed by an agreement between the Faculty member and the department chair. If a faculty member wishes to appeal the decision of the department chair, the DGM RTP Committee may alter these percentages if circumstances warrant such changes. For example, should a candidate pursue a terminal degree during the tenure process and take a sabbatical for a year For sabbatical criteria please see university policy number 640, the three percentages for that year might reflect a high percentage in scholarship and smaller percentages or "0" percent in teaching and service activities.

Importance of Teaching, Scholarship/Creative Endeavors, and Service

Teaching Activities

At UVU and the School of Technology and Computing, our most important work is to be exemplary teachers. To be good at teaching implies that the teacher is interested in being effective in the process of student learning of the course subject matter, including the rigor of the challenges provided in the course. The teacher is involved in engaging the students to strive for accomplishment that stretches their academic horizons. Effective educators require that students be interested in learning the material being taught.

Teaching activities includes those that enhance the learning process but may not relate specifically to the classroom setting. Examples include supervision of student research and fieldwork,

curriculum development, mentoring and advising, support of student organizations, recruitment and retention activities, and related activities involving students.

Exemplary teachers enhance the learning process by being good at learning. They strive to stay competent in their disciplines by being well-read and active in scholarly activities that enhance their competency. They must respect their students just as they want to be respected in turn. They must be prepared to teach, exhibit enthusiasm for what they teach, be concerned with their students and their progress of learning in the course, and be an example to their students as the consummate professional—— role model.

Teaching methods should be appropriate to courses taught, and materials should be up to date and appropriate to the topic. Reasons for course objectives should be presented. Grading practices, standards, and criteria should be articulated clearly. Course materials should be clear and meaningful as they relate to course objectives.

To determine teaching effectiveness requires assessment. The Department Chair coordinates and conducts faculty-teaching assessments annually. Methods to assist in the evaluation of teaching effectiveness may include, but are not limited to the following:
- Student course teaching evaluations
- Peer evaluations
- Third-party expert evaluations
- Self-evaluations
- Evidence of instructional creativity and innovations
- Teaching improvement grants (both sought and received)
- Teaching improvement seminars or conferences attended
- Evidence of student achievement
- Unsolicited written comments from students and alumni
- Reports from employers and graduate schools reporting student success
- Research in pedagogy or other recognized published work as a way to exemplify how the teaching methodology produces the desired result and alters the learning environment

Faculty members are responsible to present evidence of teaching effectiveness to the Department Chair for evaluation. **Evidence must include course-teaching evaluations, supervisor and peer evaluations, letters of recommendation, and classroom observations.** NOTE: It is the policy of the University that all faculty members have courses evaluated every year. Faculty should include all evaluations for each academic year in their file.

Scholarship and Creative Endeavors

The training of any academic puts an emphasis on excellence in teaching and in scholarly and/or creative endeavors that demonstrate intellectual and professional growth in a faculty member's discipline. Arguably, these important activities complement one another—scholarship and/or creative endeavors advance and strengthen teaching skills. A contribution to scholarship and/or creative endeavors is expected of faculty members annually.

Because of the nature of the DGM's programs and goals, the scholarship and creative work categories encompass more activities than typical academic departments.

Scholarship: Scholarship takes a variety of forms such as giving professional presentations and workshops, submitting/publishing journal articles in academic and professional journals, authoring textbooks, authoring chapters for textbooks, authoring supplemental materials for textbooks (e.g. instructor's manuals, textbooks, etc.), and writing for and receiving grants and research awards. Scholarship may also include the advancement of creative works or technical knowledge and learning new software or technologies.

Additional Scholarly Activities: Other scholarly activities may include developing software, electronically producing curricula, curating, judging exhibitions, reviewing and editing, attending conference presentations, participating in on- and off-campus training, engaging in hands-on workshops, managing data collections relevant to curriculum issues, restoring materials used in courses, and creating films. Also considered are videos, audio, computer-generated information or experimental collaboration, continuing education including the advancement of visual or technical knowledge or new technologies or language training appropriate to the program, travel to heighten creative production or teaching effectiveness, as well as awards and grants.

Creative Endeavors: Creative endeavors may include, but are not limited to, the development of software and electronically produced curricula; development and evaluation of curriculum, publishing articles or books, professional presentations, workshops, organizing boot camps, curating; judging exhibitions and competitions, reviewing and editing; collecting data relevant to curriculum issues; restoration of materials used in coursework; creation of internet sites, interaction design, animations, games, films, television shows, internet shows, videos, and creative audio works, audio production, audio restoration, technical audio achievement, audio mixing, audio processing technology, professional practice, consulting to industry; collaboration on projects that advance department goals; and travel to heighten creative production or teaching effectiveness.

As part of their scholarly efforts, faculty are expected to engage in activities that help them grow as professionals so that they may continue providing high-quality, up-to-date knowledge in the classroom. This professional growth includes, but is not limited to, participating in professional organizations, attending and/or presenting at national conferences and workshops, subscribing to professional journals, collaborating with peers on professional projects or research, collaborating with business and industry to improve technology and its application in the workplace.

Service

Service involves participation in activities that demonstrate collegiality and contribute to the academic community represented by Department, School, College, and/or one's chosen academic discipline. Additionally, service is evidenced in significant service to the community and public generally. The following are representative types of service activities: activities that go beyond a faculty member's primary duties that help strengthen the School and/or College; participation in School or College-sponsored intellectual activities; service to the profession, including serving on committees, holding executive office, organizing professional meetings, providing

adjudicating service, and serving on editorial boards; and public service by serving and partici-pating in discipline-related work with volunteer organizations, serving on advisory boards, and holding a public office.

NOTE: Faculty who have official approval for a one-year sabbatical to pursue a terminal degree or to work in industry may set alternative goals that meet one or more areas. The candidate, the RTP Committee, Department Chair, college advisor or industry supervisor, must preapprove these goals. During the sabbatical, the alternative goals suffice instead of determining percent-ages and meeting goals in each of the three work areas. The alternative goals constitute 100 percent for that academic year. Documentation is required for the follow-up Activity Report. Documentation includes, but is not limited to, transcripts, class or industry projects, and verifica-tion letters from college advisors or industry supervisors, etc.

The Retention, Tenure, and Promotion (RTP) Committee

Please refer to UVU Tenure Policy 637, Section V.B.

The Tenure Process

Attainment of Tenure

(Please refer to UVU Tenure Policy 637, Sections IV.C, V,E, V.G, and V.H.)
The RTP Committee will consist of members from the School of Computing rather than just the Digital Media department.

Tenure-track faculty hired after the effective date of these criteria are covered by these. Tenure-track faculty hired prior to the effective date of these criteria must inform the Chair of the RTP Committee, Department Chair, Dean, and the VPAA in writing one academic year of the effec-tive date of these criteria if they elect to be covered under these criteria. Otherwise, they are bound by terms of the previous guidelines.

A Department Chair may be awarded tenure at time of hire. Tenure, awarded to an individual at the time of hire to one of these administrative positions, must be to the DGM Department, must be approved by the VPAA, and must be approved by a majority vote of the tenure-track and tenured faculty in the DGM Department.

Duration

Tenure is considered permanent. Tenured faculty members may not be terminated except for cause, due to a bona fide program or unit discontinuance, or under circumstances of financial exigency all as defined by UVU policy C-5.5 and policy C-7.5, and Board of Regents policy R481 and policy R482.

Midterm and Final Review Process

Completion of the Annual Faculty Plan is done in conjunction with the Annual Activity Report, which is an evaluation of the past year's performance. Teaching evaluations are done once every 3 years according to University policy and are part of the annual evaluation. The candidate and Department Chair will solicit written peer evaluations of the candidate once every three years. Peers may be asked to evaluate the candidate for teaching, scholarship, or service. Additional peer reviews may be solicited from non-UVU colleagues. The candidate faculty member, RTP Committee Chair, Department Chair or Dean may request other evaluations as necessary for inclusion in the tenure file.

As part of the Tenure Review File, the Annual Faculty Plan and Annual Activity Report (evaluation of past year's plan) show the faculty member's goals and his or her success in meeting those goals for all of the years that the faculty member has been on tenure track. The candidate's Annual Faculty Plan is a measurement of goals approved, resources committed, and department support. The Annual Faculty Plan and Annual Faculty Report are due to the Department Chair on September 29 and become part of the mid-term or final tenure file.

(Please refer to UVU Tenure Policy 637.)

Procedures for appeals are outlined in the University Tenure Policy, 637. Procedures for appeals are outlined in the College Tenure Policies and Procedures, Section VI. Should an appeal become necessary, no person involved in the original process may serve as a member of the College Tenure Board of Review or Appeal Committee.

Material may be added to the candidate's file after the preview by the RTP Committee. This addition could include recent publication of research and other positive items. It should also include negative items. The Chair of the RTP Committee will accept this material only if it makes a substantive difference in the tenure-granting decision. After the RTP preview, no new material may be added to the file. (Please refer to DGM-RTP Committee Matrix.)

DGM-RTP Committee

March 31, 2011

Digital Media RTP Rating Form

Candidate:

Date submitted:

Score Weighting (out of 100 points)	Teaching: (40-70)	Scholarly/Creative: (10-55)		Service: (10-30)
	60	20	20	20

- Candidates enter maximum point goals for each area within the percentage ranges specified in the department RTP policy; total points for the three areas should equal 100.
- Evaluators should assign points for each entry within the suggested score range using the criteria listed as a general guideline; not all criteria need apply in every case.
- Not all activities listed under each category are required; faculty members choose their activities.
- Examples and evidence are not exhaustive lists, but are options faculty should consider; other credible evidence will be accepted.
- Candidates must score at least 80% of the weighted points in each area to be rated as competent and achieve excellence in at least one area by scoring at least 85% of the weighted points.

Teaching

Activity		Scoring Criteria	Examples/Evidence	Candidate Self-Rating	Committee Member Rating
a. Uses effective, engaging, and/or innovative teaching practices		**Score:** 0-5 points / year documented **Criteria:** Consider 1) quality of documented evidence; 2) corroborative nature of evidence (e.g., multiple sources of evidence); 3) credibility of evidence	**Examples:** - Teaching face-to-face, blended, or online courses **Evidence:** - Peer and/or department chair evaluations - Student evaluations (2 courses/year) - Self evaluations - Course formative and/or summative evaluations - Unsolicited student comments - Examples of student work & achievement		
		List dates below (e.g. F09-S10):	List evidence provided:		
	Year 1	F05-S06	T1.1-5		5
	Year 2	F06-S07	T2.1-8; Supervisor Evaluation 2006		5
	Year 3	F07-S08	T3.1-4		5
	Year 4	F08-S09	T4.1-5		5
	Year 5	F09-S10	T5.1-7; Supervisor Evaluation 2010		5
b. Develops and updates curricula and course materials to keep current and reflect best practices		**Score:** 0-5 points/entry **Criteria:** Consider 1) scope; 2) quality of materials (e.g., current, accurate,	**Examples:** - Updated syllabi and resources - Assignments & examples		

appropriate content); 3) clarity, and ease of understanding; 4) potential to be used by others who teach course; 5) effective use of technology, if appropriate

- Updated materials (e.g., assessments, rubrics, assets, presentations)
- Online materials (Blackboard, Moodle, etc.)

Evidence:
- Samples of course materials
- Peer review of materials
- Student evaluations or feedback
- Comments from peers/students

#	List course & dates below:	List evidence provided:	
1	**S06** MCT 3120 Developing Multimedia for Accessibility	T1.2	4
2	**S06** MCT 3130 Digital Storyboarding	T1.2	5
3	**F06** MCT 4310–4410 Senior Projects	T2.1	5
4	**S07** MCT 3220 Project Management	T2.2	4
5	**S07** MCT 2240 Interaction Design	T2.3	4
6	**S07** MCT Department Proof-of-Concept Course Outcomes Site	T2.5	1
7	**F08** DGM 312G Digital Media for Intercultural Communication	T4.1	4
8	**F09** DGM 2240 Interaction Design Course Redesign	T5.1	3
9	**F09-S10** DGM 4310–4410 Senior Projects Course Update	T5.2	1

c. Seeks to improve professional competence and teaching skills

Score: 0-3 points/entry
Criteria: Consider 1) time and effort involved; 2) nature and quality of experience; 3) documented outcomes

Examples:
- Participation in teaching workshops, seminars, programs (e.g., Faculty Center workshops, Service-Learning Fellowship)
- Participation in externships or other training to extend or enhance professional competence
- Application for teaching improvement grants

Evidence:
- Programs or agendas
- Certificates of completion
- Audience supplements or materials
- Summary of knowledge gained and/or used

#	List experiences & dates below:	List evidence provided:	
1	**S07** Service-Learning Faculty Fellowship	T2.7	3
2	**Su07** Utah Campus Compact Professional Development & Networking Meeting	T2.7	1

5	Su09 Utah Campus Compact Professional Development & Networking Meeting	T5.5	1	1
6	F09 Engaging Students in Science & Technology Workshop sponsored by UVU Faculty Center	T5.5	1	1
d. Supports and mentors other faculty and adjuncts	**Score: 0-5 points/year** **Criteria:** Consider 1) number mentored or supervised; 2) time spent mentoring, recruiting & training; 3) preparation & follow-up required; 4) time observing or reviewing others	**Examples:** - Mentoring new full-time faculty - Supervising and mentoring adjunct faculty - Observing teaching - Resolving student issues **Evidence:** - Lists of courses mentored & who mentored/course - Summary of time spent mentoring/training/supervising - Peer/mentee comments - Agendas or training materials used - e-mails, agendas documenting training		
	List courses mentored & sem/yr below:	List evidence provided:		
Year 2	Su07 DGM 2240	T2.4	1	
Year 4	F08-S09 DGM 2240, 312G, 3220, 4310, 4410	T4.3	3	
Year 5	F08-S09 DGM 2240, 312G, 3220, 4310, 4410	T5.4	3	
e. Earns teaching awards or citations	**Score: 0-3** **Criteria:** Consider 1) who awarding; 2) criteria for achievement; 3) level & significance of recognition	**Examples:** - Department, College, or University teaching awards - Professional organization recognitions **Evidence:** - Certificates, press releases, programs		
	List awards & dates: NA	List evidence provided:		
f. Other teaching-related activities	Year 1	Suggest & justify scoring criteria		
	List activities & dates below: NA	List evidence provided:		
		Teaching Score	69	0
		Maximum Teaching Points Possible	60	60
		Teaching % Achieved	115%	0

Scholarly & Creative Works

Activity	Scoring Criteria	Examples/Evidence	Candidate Self-Rating	Committee Member Rating
a. Completes scholarly and/or creative works in the role as a primary producer, director, designer, engineer, composer, animator, game developer, software writer, author, investigator, consultant and/or collaborator	**Score:** 0-5/work **Criteria:** Consider 1) scope, 2) quality and nature of the work, 3) time and effort expended, 4) extent of distribution and potential for professional impact and contribution.	**Examples:** - Authoring, reviewing, or editing articles and books - Authoring or distributing curricula (print and/or electronic) beyond individual teaching responsibilities - Delivering professional presentations, workshops, or white papers - Organizing and implementing significant scholarly or creative projects involving local, national, or international entities (e.g., preservation or production of materials, boot camps, conferences, major consulting projects) - Originating and publishing or sharing creative works (e.g., internet sites, rich internet applications, design documents, animations, games, films, television shows, internet television productions, videos, audio works and audio processing technology) - Acting as principal investigator on a major project or grant - Conducting and presenting or publishing research or evaluation studies **Evidence:** - Copy of work or excerpt from work, reviews of work, or citation of work		
	List works and dates below:	List evidence provided:		
1	**S06** Formative Evaluation of MCT 3120 & 3130	C1.1	1	
2	**S06** DVD: *The Morning Meeting* prepared for the UVU Elementary Education Department	C1.2	3	
3	**F07** The Role of Theory in Instructional Design: Some Views of an ID Practitioner, *Performance Improvement, April, 2008.*	C2.1	5	
4	**S08** Team-Based Learning Applications & Evaluation	C2.2	1	
5	**S09** Team-Based Learning Research at UVU and Weber State	C4.2	2	

#	Activity	Criteria	Score
6	F08-S09 Service-Learning Fellows Study	C4.3	3
7	F08 International Service-Learning Conference Planning Committee	C4.6	2
8	S09 *Service-Learning 101: A Framework for Developing Service-Learning Professionals*, Utah Campus Compact Conference on Civic Engagement.	C4.5	3
9	S09 *Service-Learning: Long Term Benefits to Service-Learning*, UVU Teaching & Engagement Conference Panel	C4.5	3
10	S09 UVU Adjunct Faculty Conference Presentation	C4.5	2
11	F09 UVU Ethics Week Panel on Pedagogy	C5.2	1
12	S10 *Challenges & Strategies When Using Team-Based Learning*, Utah Campus Compact Annual Conference.	C5.3	3
13	S10 *Sustaining Service-Learning on Campus Through Using a Designated Department Initiative*, Utah Campus Compact Annual Conference.	C5.3	3
14	S10 *Creating Service-Learning Designated Departments to Support and Extend a Culture of Service on Campus*, Western Region Campus Compact Annual Continuums of Service Conference.	C5.3	4

b. Submits grant proposals where the candidate is a principal grant writer

Score: 0-5 points/grant
Criteria: Consider 1) significance to departmental or institutional mission; 2) amount of work required; 3) scope; 4) nature of outcome (e.g., awarded or not) 5) follow-up requirements

Examples:
- CEL Grants
- Perkins Grants
- NSF Grants

Evidence:
- Acceptance or notification letter or e-mail
- Summary of grant proposal and/or final report

List grants and dates below: List evidence provided:

#	Grant	Criteria	Score
1	F08 CEL Grant	C4.1	2
2	F09 CEL Grant	C5.1	2
3	S10 CEL Grant/PBA Funding	C5.1	2
4			
5			

c. Completes a discipline-related doctoral or masters of fine arts degree not held at time of previous rank advancement

Score: 5 points for completion

Examples:
- Master of Fine Arts
- PhD
Evidence:

		Candidate Self-Rating	
		- Diploma - Transcripts	
List degree and date below:		List evidence provided:	
	NA		
d. Completes discipline-related graduate-level or undergraduate-level college course for credit	**Score:** 1 point per course. No points will be awarded in this category if credit is claimed for completion of a doctorate during this evaluation period (c. above)	**Examples:** - Discipline-related courses **Evidence:** - Transcripts	
	1		
	NA		
e. Receives award or commendations from regional and/or nationally recognized professional organizations resulting from scholarly or creative activity	**Score:** 0-3 points/award **Criteria:** Consider: 1) Significance of award(s); 2) criteria used	**Examples:** - Festivals, Oscar, Emmy, Telly, Aurora, and other awards. **Evidence:** - Certificates, press releases, news articles	
	1		
	List awards and dates below:		List evidence provided:
	NA		
f. Other activities related to scholarly or creative endeavors	Suggest & justify scoring criteria		
	List activities & dates below:		List evidence provided:
Professional Development	F07 Web Aim Accessibility Conference at Utah State University	C3.1	2
	S08 Engaged Scholars Retreat (Utah Campus Compact)	C3.1	1
		Total Scholarly/Creative Score	45	0
		Maximum Points Possible	20	20
		Scholarly/Creative % Achieved	225%	0%

Service			Committee Member Rating
		Scoring Criteria	**Candidate Self-Rating**
Activity		Examples/Evidence	
a. Serves on department, school, and/or		**Score:** 0-5 points/committee Examples:	

	Criteria	Evidence	Score
university committees as a committee member	Criteria: Consider 1) term of service; 2) level of time commitment required (e.g., frequency of meetings; 3) individual contributions to committee assignments; 4) group accomplishments during tenure; 5) level of benefit to department, school or university goals and mission	- Member of Department Curriculum Committee Evidence: - Appointment or notification e-mails or letters - Letters from department chair, dean or higher administration - Examples of committee accomplishments - Summary or reports of committee initiatives	
	List committees & dates of service:	List evidence provided:	
1	2005-2008 Department Curriculum Committee	S1.1, S2.1, S3.1	3
2	2005-2008 UVU Service Learning Committee	S1.2, S2.2, S3.4	3
3	2007-2010 Department RTP Committee	S3.2, S4.1, S5.1	3
4	S2008 Department Hiring Committee	S3.3	1
5	S2009 Volunteer & Service-Learning Center Hiring Committee	S4.3	1
6	2008-2010 UVU IPE Committee	S4.2, S5.4	2
7	2009-2010 CEL Grants Review Committee	S5.5	1
8	2009-2010 Department Advisory Board Committee	S5.2	1
9	S2010 Department Board of Trustees Presentation Planning Committee	S5.3	1
	Score: 0-5 points/position		
b. Serves in leadership capacity on department, school or university committees (e.g., committee chair)	Criteria: Consider 1) term of tenure; 2) level of time commitment required; 3) individual contributions; 4) committee accomplishments during tenure; 5) level of benefit to department, school or university goals and mission	Examples: - Chair of committee, chair of department Evidence: - Appointment or notification e-mails or letters - Letters from department chair, dean or higher administration - Examples of committee accomplishments - Summary or reports of committee initiatives	
	List role, committee, & dates of service:	List evidence provided:	
1	2008-2010 UVU Director of Academic Service-Learning	S4.4, S5.6	5
2	2008-2010 Chair, UVU Service-Learning Committee	S4.4, S5.6	2
3			
4			
5			
c. Serves on local, regional or national	Score: 0-5 points/position	Examples:	

committees/associations related to discipline	**Criteria:** Consider 1) term of service; 2) level of time commitment required; 3) individual contributions; 4) committee accomplishments during tenure; 5) level of benefit to association	- Chair or member of committees, member of boards, member of governing boards **Evidence:** - Certificate of appreciation - Letter from association - Publications or materials from association	
	List association, role, dates of service:	List evidence provided:	
1			
2			
3			
4			
5			
d. Serves local, regional or national community through membership on committees or through other service to the community	**Score:** 0-3/entry **Criteria:** Consider 1) benefit to community or organization; 2) time commitment/effort required	**Examples:** - Nonprofit service organization boards or committees - Public office - Advisory committees **Evidence:** - Letter from community organization benefited or organizer of activity - Publications describing service - Certificates of appreciation	
	List service & dates below:	List evidence provided:	
1	2005-2007 Expanding Your Horizons Presentations	S1.3, S2.3	2
2	2005-2008 Community Youth Service	S1.4, S2.4, S3.6	2
3			
4			
5			
e. Other service activities	Suggest and justify criteria		
	List service & dates below:	List evidence provided:	
1			
2			
3			
	Total Service Score	27	0
	Maximum Service Points Possible	20	20
	Service % Achieved	135%	0%

Total Score