

Approved by CAS Dean's Office and Office of the Provost 9/6/2023

This matrix will be used by the SGS Director, in collaboration with the Associate Chairs, to complete the department stage of PTR. The Director will consult with the Faculty Advisory Committee on any cases that are initially assessed as anything less than meets expectations. This document was developed by the SGS Director, without the direct input of the SGS Faculty.

Evaluation ratings in the area of Research (which includes scholarship) generally reflect the faculty member's research productivity and impact. Research/scholarly productivity should generally be commensurate with the proportion of faculty duties assigned in the research category (e.g., productivity expectations for faculty with a 40% research assignment will be higher than for faculty with a 20% research assignment). As the review criteria are written toward an approximate 40% research workload commensurate with a standard 2-1 teaching assignment, the criteria below must be adjusted proportionally for any deviations from this average. Partial scores (e.g. 2.5 or 3.5) are allowable for borderline cases within each scoring category. Additionally, there is flexibility within each scoring category to compensate for a faculty member exceeding in one criterion but lacking in another.

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| <p>(b) above-average publication rate in high impact outlets (e.g. average of 2.5 or more high impact papers per year)</p> <p>(c) other research impacts that support their position as a leading scholar in their discipline, as determined from completed annual reviews and the candidate's narrative.</p> | <p>(b) publish research results in high impact, peer-reviewed journals, books, book chapters, and/or monographs (average of 1-2 articles per year, or equivalent in other types of publications)</p> <p>(c) provide evidence of significant research impact or professional as a leading or emerging scholar in their field, as determined appropriate for discipline from completed annual reviews and the candidate's narrative. Candidates may submit evidence of academic or applied impacts in quantitative (e.g. impact factors, citation metrics) or qualitative terms (e.g. awards, honors, scholarly recognition by peers, appointments), as best suited to their discipline.</p> | <p>period, especially when funding is needed to complete research in the discipline;</p> <p>(b) little progress on any scholarly products or few completed research products (i.e. 2-4 papers or equivalent)</p> <p>(c) lack of research impact or professional recognition</p> | <p>five-year period or productivity is cumulatively below the standards for a rating of (3).</p> |
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discipline outside the classroom, such as through general education certification, mentoring, professional development activities, community education, and so forth.

with instruction.

(c) evidence of supervision or mentoring 6 152.0918 2 381 re WBT

(c) student evaluation comments and/or ratings convey a positive student experience and do not consistently raise clear or obvious problems with instruction;

(d) successful supervision and mentoring of undergraduate or graduate students, as demonstrated by number of advisees and graduates, job placements, and so forth.

The School of Geosciences recognizes (a) that university service (and administration, where applicable) activities of equal importance or

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| <p>(c) evidence of leadership and service within the academic discipline or community, such as holding offices, positions, or other leadership roles; participation in special task forces or boards; serving as an editor; significant engagement with the community; and so forth.</p> | | | |
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| | | | consistent pattern of failing to perform duties assigned by the University or sustained violations of applicable state and federal law and applicable published College, University, and Board of Governors regulations, policies, and procedures. |
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