Outstanding and Substantial Service: Criteria, Evidence, and Assessment

Outstanding or substantial service may be demonstrated through the sources of evidence listed in the tables below. Similar sources of information not listed here may also be used if appropriate. **Candidates need not include all of the listed pieces of evidence in their applications.**

Service described in the candidate’s promotion folder should advance the mission or goals of the university, college, or department.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Source(s) of Evidence. (Not all sources are required for the promotion application.)</th>
</tr>
</thead>
</table>
| 1. Multiple Levels of Service: There is evidence of work at multiple levels of service (e.g., departmental, college-wide, university-wide, community, professional organizations, SEA, etc.) | 1. Minutes or products from committees, task forces, etc.  
2. Statements from committee chairpersons regarding the candidate’s participation and accomplishments  
3. Statements from faculty, department chairpersons, or administrators attesting to the candidate’s informal service activities (e.g., mentoring junior faculty, reading/editing colleagues’ grants or papers, etc.)  
4. Candidate reports of service activities including committees, task forces, special assignments, accreditation activities, advising of student organizations, informal service, service as a university representative to other organizations, community service, service as a chairperson of a committee, etc.  
5. Verifiable curricular development products (beyond work that is part of one’s regular teaching assignments, e.g.: revision of a major or program, development of a minor, collaboration with other institutions on curricula, etc.)  
6. Seeking grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university  
7. Student opinions about advising effectiveness and style as demonstrated by letters of student support  
8. Community service that advances the mission or goals of the university, college, or department. |
2. **Active Service**: While it is clear that much service work occurs within the existing committee structure, it is expected that the candidate will demonstrate his or her active service on the committee. Active service is defined as:

- Regular attendance at meetings
- Efficiently completing assigned tasks

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Source(s) of Evidence. (Not all sources are required for the promotion application.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minutes or products from committees, task forces, etc.</td>
<td></td>
</tr>
<tr>
<td>2. Statements from committee chairpersons regarding the candidate's participation and accomplishments</td>
<td></td>
</tr>
<tr>
<td>3. Statements from faculty, department chairpersons, or administrators attesting to the candidate's informal service activities (e.g., mentoring junior faculty, reading/editing colleagues' grants or papers, etc.)</td>
<td></td>
</tr>
<tr>
<td>4. Candidate reports of service activities including committees, task forces, special assignments, accreditation activities, advising of student organizations, informal service, service as a university representative to other organizations, service as a chairperson of a committee, etc.</td>
<td></td>
</tr>
<tr>
<td>5. Obtaining grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university by internal or external bodies (e.g.: accrediting organizations, Princeton Review, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
### Criteria

3. **Increased Level of Responsibility**: Service is sustained and ongoing throughout the review period with evidence of increasing responsibility (or sustained high-level responsibility) throughout the entire review period.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Source(s) of Evidence. (Not all sources are required for the promotion application.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minutes or products from committees, task forces, etc.</td>
<td>1. Statements from committee chairpersons regarding the candidate's participation and accomplishments</td>
</tr>
<tr>
<td>2. Statements from committee chairpersons regarding the candidate's participation and accomplishments</td>
<td>2. Statements from faculty, department chairpersons, or administrators attesting to the candidate's informal service activities (e.g., mentoring junior faculty, reading/editing colleagues' grants or papers, etc.)</td>
</tr>
<tr>
<td>3. Candidate reports of service activities including committees, task forces, special assignments, accreditation activities, advising of student organizations, informal service, service as a university representative to other organizations, service as a chairperson of a committee, etc.</td>
<td>3. Verifiable curricular development products (beyond work that is part of one’s regular teaching assignments, e.g.: revision of a major or program, development of a minor, collaboration with other institutions on curricula, etc.)</td>
</tr>
<tr>
<td>4. Obtaining grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university</td>
<td>4. Assumption of a significant administrative position(s) within the department, college, or university (e.g., major coordinator, department chairperson, program leader, chairperson of a committee, officer of a governance organization, director of a program or center, etc.)</td>
</tr>
<tr>
<td>5. Assumption of a significant professional administrative position(s) (e.g., editor of a journal, elected position within a professional organization, conference chair or organizer, etc.)</td>
<td>5. Assumption of a significant position in a community organization that provides service that advances the mission or goals of the university, college, or department.</td>
</tr>
<tr>
<td>6. Assumption of a significant position in a community organization that provides service that advances the mission or goals of the university, college, or department.</td>
<td></td>
</tr>
</tbody>
</table>
### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Source(s) of Evidence. (Not all sources are required for the promotion application.)</th>
</tr>
</thead>
</table>
| 4. Personal Responsibility, Leadership, and Attention: There is evidence that a significant portion of service is at a level requiring elevated personal responsibility and attention. This does not necessarily involve chairing of a committee, but a significant workload is expected. | 1. Assumption of a significant administrative position(s) within the department, college, or university (e.g., major coordinator, department chairperson, program leader, chairperson of a committee, officer of a governance organization, director of a program or center, etc.)

2. Assumption of a significant professional administrative position(s) (e.g., editor of a journal, elected position within a professional organization, conference chair or organizer, etc.)

3. Assumption of a significant position in a community organization that provides service that advances the mission or goals of the university, college, or department.

4. Minutes or products from committees, task forces, etc.

5. Statements from faculty, department chairpersons, or administrators attesting to the candidate's high-level service activities

6. Candidate reports of personal accomplishments within high-level service assignments

7. Verifiable products resulting from candidate's high-level service appointment(s)

8. Obtaining grants or similar financial support (other than research grants) that assists in fulfilling the mission of the department, college, or university

9. Verifiable curricular development products (beyond work that is part of one's regular teaching assignments, e.g.: revision of a major or program, development of a minor, collaboration with other institutions on curricula, etc.) |
University Mission

Shawnee State University—the regional state university for Southern Ohio—prepares students for the changing needs of business, industry, education, and society through its diversified degree programs. Recognizing the importance of knowledge, values, and cultural enrichment, Shawnee State University is committed to providing higher education that fosters competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. To enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, applied research, and appreciation for the creative and performing arts.

Theme: Teaching and Learning

Goal: To be widely recognized as an exemplary public university committed to student success and excellence in teaching and learning.

Strategic Opportunities: Promote the value of higher education to the community and region

- Support advanced effective teaching
- Improve student proficiency levels in basic knowledge and skills needed for success in the 21st century, such as oral and written communication, mathematics, and computer skills.
- Create a “culture of planning” to guide decisions about possible changes in academic programs and services.
- Sustain academic and student services supporting technical, career-oriented, and professional programs.

Theme: Growth and Development

Goal: To assure the full development of the University through planned enrollment growth and wise investment in educational initiatives.

Strategic Opportunities: Increase Enrollment.

- Respond selectively to opportunities for growth and expansion of academic programs.
- Improve graduation and completion rates of students significantly.
- Improve institutional procedures through organizational change and continuous attention to student needs and human resource development.

Theme: Community

Goal: To increase opportunities for students, the campus community, and area residents by pursuing joint initiatives with the larger community and by cultivating a shared sense of purpose within the University.

Strategic Opportunities: Enhance internal and external communication.
Enhance commitment to collective planning and decision making through effective shared governance.

Build a more vital campus life.

Develop partnerships that involve the University in collaborative activities with other groups and institutions.

College Mission

The overall mission of the College of Arts and Sciences is the liberal arts education and career preparation of Shawnee State students. Liberal arts education provides graduates with intellectual skills, substantive knowledge, and habits of the mind that promise rewarding careers and the more abundant life.

Courses provided by the College of Arts and Sciences contribute to your capability for abstract and systematic analysis and comprehension of the scientific method and encourage appreciation for and understanding of the varieties of artistic expression. These courses contribute to your flexibility, enabling you to see problems in a new light and to pursue alternative solutions. They also provide the communication and interpersonal skills essential for sharing these ideas in an increasingly collaborative and global workplace.

Liberal arts education at Shawnee State incorporates the teaching of these skills into a program that alerts you to the complexity of human history and diversity of cultures while exploring alternative approaches to contemporary social, economic, and political issues. Acknowledging the moral dimension of many of these questions, the liberal arts program explores ethical approaches and encourages you to develop a personal philosophy of life.

The University’s commitment to liberal education begins with the College of Arts and Sciences’ General Education Program, which emphasizes the importance of knowledge, values, and cultural enrichment. Building on the General Education Program, the College provides a spectrum of liberal arts degree programs in the arts and humanities, mathematics, the natural sciences, the social sciences, and teacher education. These degree programs prepare you for a career or successful matriculation into a graduate or professional degree program.

Department Mission

The Department of Natural Sciences prepares students for the challenges of the 21st century. This mission is accomplished:

- For science majors, through degree programs that provide depth and breadth in scientific learning, experience with modern technologies, and opportunities in undergraduate research and field studies.
- For students majoring in science-related disciplines, through service courses that provide science content and develop technical competence.

For science majors and general education students, through courses that promote an understanding of scientific reasoning and methodology.