

## School of Education Promotion and Tenure Criteria

*\*These criteria are in effect for faculty hired after August 1, 2015. Faculty hired before that date may choose to be evaluated under either the previous version or this current version.*

The School of Education adheres to the university-wide criteria and procedures for promotion and tenure as described in the *Faculty Manual*. Promotion and tenure decisions in the School of Education take into account the complete professional record of the candidate and the quality and quantity of the evidence. Differences between candidates are recognized and valued. Annual reviews provide important evidence of a candidate's continued development as an academician as assessed by their colleagues and rating administrators and are an important consideration in the promotion and tenure committee's final decisions. In accordance with the evaluation terms presented in the *Faculty Manual*, candidates for promotion and/or tenure will be evaluated in all categories as Excellent, Highly Effective, Effective, or Less than Effective.

In order to be eligible for tenure and/or promotion to the rank of **associate professor**, all faculty members must have an earned terminal degree in accordance with their appointment letter; full-time teaching experience at the rank of assistant professor or higher, (which will typically include five years of relevant experience); a record of *highly effective* performance in teaching; and a record of *effective* contributions in scholarship and service.

In order to be eligible for the promotion to the rank of **professor**, all faculty members must have a minimum of three years of relevant experience as a tenured associate professor, a record of excellence in teaching, and must also have made highly effective contributions to service or scholarship and creativity and effective contributions to the other category. An individual with the rank of professor should serve as positive role model for other colleagues.

### Section I: Teaching

**Standard:** Students are the primary reason for a university; therefore, the primary responsibility of the faculty at the University of South Carolina Upstate is teaching. In addition to traditional classroom, laboratory, and clinical instruction, the category of teaching incorporates a broad range of faculty-student classroom interactions as well as advising and mentoring. Characteristics of effective teachers include the following: planning skillfully (both long and short range), assessing students and self, exhibiting high expectations for students, employing a variety of teaching strategies including the effective use of technology, demonstrating depth and breadth in content knowledge, monitoring student learning, creating an inviting classroom environment, managing a classroom effectively, and growing personally and professionally.

A. Excellent Teaching includes command of subject matter, familiarity with advances in one's field, skill in pedagogy, organization and presentation of material, use of a variety of instructional methods/strategies, active involvement of students in learning, ability to make one's discipline relevant, high expectations for student achievement, fairness in assessment of student performance, developing a community of learners, affirmation of diversity, development and/or facilitation of international experiences, and demonstration of respect for all students.

B. Conscientious advisement includes thorough adherence to programs of study; careful attention to course co-requisites, prerequisites, and rotation of courses; meticulous record-keeping; updating program sheets each semester; making anecdotal notes; listening to and responding to students' questions and concerns; and receiving high marks on advisement satisfaction forms. In addition, when applicable, advising may include providing accurate and timely information about Praxis exams, admission to the

professional program and applications for student teaching and graduation; and monitoring the development of the ADEPT portfolio.

C. Effective mentoring includes informal work with student organizations and counseling for employment possibilities or graduate study. Mentoring may also include thoughtful observation and suggestions for lessons implemented in preK-16 classrooms; willingness to listen and make suggestions concerning problems with students in preK-16 classrooms; modeling advocacy for students and their rights; modeling awareness of changes in curriculum standards and legislation affecting preK-16 schools; and modeling an appreciation for international experiences guidance for academic projects and lesson plans.

*Less than Effective:* The candidate does not demonstrate an ongoing record of effective teaching, conscientious advisement and effective mentoring, or the quality and quantity of that record does not meet the criteria for an evaluation of effective.

*Effective:* The candidate has demonstrated an ongoing record of effective teaching, conscientious advisement and effective mentoring. The candidate has well designed syllabi, course materials and assessments which allow candidates to meet and demonstrate knowledge of discipline-established course objectives. The candidate has received generally positive reviews from peers and administrators.

*Highly Effective:* The candidate exceeds the criteria of the previous category and has demonstrated a sustained and ongoing commitment to successful teaching and advisement. Demonstration includes use of innovative pedagogy, new program or course proposals, curriculum development or revisions to existing programs; consistently positive performance reviews from peers and administrators.

*Excellent:* The candidate exceeds the criteria of the previous categories by performing in at least one of these categories with exceptional quality. The candidate documents innovative teaching; connection between their scholarly work and teaching; as well as consistent and accurate advising. The candidate likely has been recognized by members of the University, the community, or the profession for his or her teaching.

### **Evidence (Unranked)**

In addition to evidence of teaching quality, candidates should provide supporting narrative. Examples of evidence of compliance include, but are not limited to the following.

- Student evaluations for courses (student opinion polls)
- Letters from students - unsolicited
- Analysis and interpretation of student evaluations
- Submitted program proposal approved
- Peer teaching observations and reviews
- Administrative annual review of teaching
- Student teaching supervision evaluations
- Advising; (hours scheduled, number of students advised, participation in orientation sessions, professional program applications and recommendations, student teaching applications, ADEPT portfolio evaluations)
- Field-based teaching including Professional Development School (PDS) teaching; ongoing partnerships with area schools; international experiences (developing and facilitating)
- Course development; new or significantly revised courses developed by the candidate
- Teaching materials developed and used
- Supplemental course materials
- Samples of tests, exams, essays, and other assignments
- Subsequent publications or professional presentations by students

- Samples of graded student work
- Course syllabi developed by the candidate
- Development of international experiences for students
- Teaching awards and nominations
- Listing of educational workshops, trainings, seminars and classes taken to enhance teaching
- International teaching exchange, sabbatical, or consulting contracts
- Request to help others with their teaching
- Mentoring colleagues

## **Section II: Service**

**Standard:** The School of Education recognizes that service to the unit, University, University system, community, and profession is an important component of the responsibilities for a tenure-track or tenured faculty member. It is expected that faculty members demonstrate a commitment to service as a way for fulfilling University and departmental goals.

Candidates will engage in service activities for the University, academic unit, community and the profession. Service activities must relate to the mission of the University and the School of Education. Faculty will be assessed on the quality and quantity of their service for promotion and tenure.

*Less than Effective:* The candidate does not demonstrate a sustained and ongoing record of service to the University, academic unit, community or the profession.

*Effective:* The candidate has also demonstrated an ongoing and sustained record of service to the University, academic unit, community and the profession, completing a minimum of two activities per year, including one during the probationary period which must be a University- wide assignment from the list below.

*Highly Effective:* The candidate exceeds the criteria of the previous category and has offered more extensive service to the University, academic unit, community or the profession than required. The candidate must have served in a University, unit, professional or community leadership position in some capacity, such as a committee chair, program director, or board of directors.

*Excellent:* The candidate exceeds the criteria of the previous categories. The candidate's service produces noteworthy results and reflects a substantial contribution of time. The candidate must have served in multiple leadership positions in the unit, professional or community, or have been recognized by members of the University, the community, or the profession for his or her service.

### **Evidence (Unranked):**

Candidates up for evaluation should provide a narrative that details their work and contribution to service activities. Multiple activities within the same example listed below can be counted as individual activities if each activity is distinguishable. The faculty member's service record must clearly demonstrate the nature of the accomplishments and reveal sustained and effective professional, community and/or clinical service.

Examples of acceptable evidence for service include, but are not limited to:

1. Service to School and University—Examples as follows:
  - • Chairperson or officer of unit and/or university standing committees

- Participating member for unit and/or University standing committees and organizations such as Faculty Senate, Financial Aid, SOE Appeals, Faculty Welfare, etc. Required duties, responsibilities, and time spent must be documented.
- Participating member of school and University ad hoc committees (e. g., unit peer review, NCATE, NASDTEC, Dean et al. search committees, and others formed by administration and faculty governance). Required duties, responsibilities, and time spent must be documented.
- Faculty advisor to student organizations/activities (all organizations such as SCAEYC, SEA, KDP, etc.).
- Mentor to junior faculty
- Submission of accreditation report. Reports written to satisfy professional association standards for national accreditation. Evidence must include copies of the complete report, as submitted.

2. Service to the Profession—Examples as follows:

- Service as office holder and/or committee member in local, state, regional, national, or international professional organizations and learned societies. Such involvement leads to the advancement of the profession (e. g. ATE, IRA, School Board, NAEYC, NCTE, NCTM, NSCA, NSTA, Philosophy of Education Society, etc.).
- Service to area public and private schools (e. g. activities related to PDS, presenter at school in-services, consultant to public schools, demonstration lessons, etc.)
- Service to state and/or national organizations as a steering committee member, advisor, grant reviewer, etc. (e. g., State Department of Education, Department of Natural Resources, SC Forestry Commission, Commission on Higher Education, National Science Foundation, etc.)

3. Service to the Community (related to one’s professional expertise) —Examples as follows:

- Active membership in community programs or organizations
  - Presentations for clubs, organizations, schools, etc.
  - Serving as an expert witness
- Conducting professional workshops and seminars
  - Serving as a professional consultant
  - Making media appearances
  - Using professional expertise to serve local, state, and regional needs

### **Section III: Scholarship, Creativity and Intellectual Contributions**

**Standard:** The School of Education recognizes that scholarship is widely interpreted and may take many forms. Faculty may conduct research that generates new knowledge or synthesizes and integrates knowledge. Research may be represented by publications, presentations, grants, or creative products, such as original works, creative performances, exhibits or other expressive presentations. Other faculty members engage in applied research, finding new ways to use knowledge for practical purposes, including the scholarship of teaching or of solving problems within academia or the larger community, such as involvement in pre K-16 partnerships. Faculty members also engage in developing and publishing software and in finding new classroom uses for existing technology. Interdisciplinary efforts where faculty members work to expand their knowledge and apply it in new ways constitute yet another form of applied scholarship. Often collaboration requires additional efforts on the part of faculty members involved, but the many benefits make such efforts desirable; thus, such effort should be recognized in the evaluation of scholarship. In the case of collaborative efforts, first authorship is not necessarily required, but the extent of the candidate’s involvement in all phases of the research process must be made clear in the narrative of the tenure or promotion file.

*Less than Effective:* The candidate does not demonstrate a sustained and ongoing record of scholarly and creative peer-reviewed publications and presentations, or the quality and quantity of that record does not meet the criteria for an evaluation of Effective.

*Effective:* During the review period, the candidate demonstrates effective contributions in scholarship must include a minimum of two Tier I activities (one of which must be peer-reviewed national or international journal article with 50% or less acceptance rate), two Tier II activities, and two Tier III activities as outlined below.

*Highly Effective:* The candidate exceeds the criteria of the previous category. The candidate’s production generally includes at least three Tier I activities (two of which need to be peer-reviewed national or international journal articles with 50% or less acceptance rate), three Tier II activities, and three Tier III activities as outlined below. The Tier II activities should include at least two presentations at national and international conferences or as an invited speaker in prestigious forums.

*Excellent:* The candidate exceeds the criteria of the previous categories, often through a very strong record of publication in top journals. The candidate’s production at the Excellent level includes more than 3 activities in Tier I, II, and III. The Tier II activities should include at least three presentations at national and international conferences or as an invited speaker in prestigious forums.

<b>Excellent</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Less than Effective</b>
More than <b>3</b> Tier I, more than <b>3</b> Tier II, and more than <b>3</b> Tier III	<b>3</b> Tier I (two of which need to be peer-reviewed national or international journal article with 50% or less acceptance rate), <b>3</b> Tier II, and Tier III	<b>2</b> Tier I (one of which needs to be a peer-reviewed national or international journal article with 50% or less acceptance rate), <b>2</b> Tier II, and <b>2</b> Tier III	Anything less than above

**Evidence:**

Candidates for evaluation will provide a narrative outlining their scholarly and for the review period in question. Evidence for scholarly and creative activity are listed below by Tier. Additional examples may be acceptable.

*Tier 1*

- **Peer-reviewed Publications** – Article, monograph, or chapter refereed by editorial board and published in journals or books relevant to the field. Evidence may include photocopies of the cover page, table of contents, and the complete article/chapter. If published electronically, a printed copy, the direct URL to the document or citation, and the direct URL to the journal home page may be included. Conference proceedings papers do not count for this category.
- **Major Grant** – Sustained and substantive funding for a research or practitioner project relevant to the field with the faculty candidate listed as lead or co-principal investigator. Evidence must include copies of the original RFP, the final proposal, and a letter of acceptance.
- **Book** – First edition textbook or other scholarly work that contributes to the knowledge base of the field, with the candidate listed as author or editor, published by a reputable entity. Evidence must include full bibliographic citation and ISBN, copy of the table of contents, and a chapter excerpt.

*Tier 2*

- Presentations – Refereed presentation of research and/or practice at conferences, conventions, or meetings of membership associations or other professional entities relevant to the field. Evidence may include letters of acceptance, schedules or programs listing the session, or copies of proceedings papers.
- Book revision – 2nd or later edition. Evidence must include full bibliographic citation and ISBN, copy of the table of contents, and a chapter excerpt.
- Book review – Published by a reputable entity on a topic relevant to the field. Evidence must include full bibliographic citation and ISBN (if applicable), copy of the table of contents, and copy of the review as published.

### *Tier 3*

- Non-refereed publication – Article or monograph published in a non-PRJ, such as a magazine or trade publication, on a topic relevant to the field. Evidence must include full bibliographic citation and a copy of the article as published.
- Creative work – Products such as children’s books, poetry, videos, web blogs, software programs, etc., published by reputable entities and intended to serve the practitioner community.
- Minor grant – Internal or external funding not considered sustained and substantive (such as a University enhancement grant) for a research or practitioner project relevant to the field with the faculty candidate listed as lead or co- principal investigator. Evidence must include copies of the original RFP, the final proposal, and a letter of acceptance.
- Major Grant (Unfunded) – Complete full proposals for sustained and substantive funding for a research or practitioner project relevant to the field, with the faculty candidate listed as lead or co-principal investigator. Evidence must include copies of the original RFP, the final full proposal, and documentation that the proposal was either submitted and denied, or submitted and still under review. Unsuccessful pre-proposals or queries do not count for this category.
- Submitted Manuscript – Complete manuscript submitted to a PRJ or non-PRJ, such as a magazine or trade publication, on a topic relevant to the field. Evidence must include official notification of receipt.
- Invitation to and completion of the review of research and scholarship of others – invitation letter
- Citations by others of one’s work – copy of section of work with reference; bibliography
- Publishers requests for reprints of one’s publications – request letter
- Request for repetition of performances or presentations – request letter
- Awards and other recognition for the quality of one’s scholarship or creative endeavor – copy of award
- Documented work in progress – manuscript as is
- Supervision of student research – IRB approval letter
- Evaluated grants for an external organization – letter of acknowledgement.
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\*As stated in the Faculty Manual, changes in tenure regulations are not applied retroactively if disadvantageous to the faculty member.

## School of Education Unit Criteria for Promotion and Tenure

### Teaching

**Definition and Rationale:** Students are the primary reason for a university; therefore, the primary responsibility of the faculty at the University of South Carolina Upstate is teaching. School of Education faculty must focus on the preparation of teachers for preK-12 classrooms. In addition to traditional classroom, laboratory, and clinical instruction, the category of teaching incorporates a broad range of faculty-student interactions in the classroom as well as advising and mentoring. Characteristics of effective teachers include the following: planning skillfully (both long and short range), assessing students and self, exhibiting high expectations for students, employing a variety of teaching strategies including technologies, demonstrating depth and breadth in content knowledge, monitoring student learning, creating an inviting classroom environment, managing a classroom effectively, and growing personally and professionally. School of Education faculty members are ultimately responsible for the preK-16 students whose lives will be influenced by graduates of the USC Upstate School of Education.

### Performance Indicators

- A. Excellent Teaching (examples: command of subject matter, skill in pedagogy, familiarity with advances in one's field, organization and presentation of material, use of a variety of methods/strategies, active involvement of students in learning, ability to make one's discipline relevant, high expectations for student achievement, fairness in assessing student performance, developing a community of learners, affirmation of diversity, and respect for all students.)
- B. Conscientious Advisement (examples: careful adherence to programs of study; careful attention to course co-requisites, prerequisites, and rotation of courses; meticulous record-keeping; updating program sheets each semester; making anecdotal notes; providing accurate and timely information about Praxis exams, admission to the professional program and applications for student teaching and graduation; monitoring the development of the ADEPT portfolio; listening and responding to students' questions and concerns; receiving high marks on advisement satisfaction forms.)
- C. Effective Mentoring (examples: informal work with student organizations; thoughtful observation and suggestions for lessons implemented in preK-16 classrooms; willingness to listen and make suggestions concerning problems with students in preK-16 classrooms; modeling advocacy for children and their rights; modeling awareness of changes in curriculum standards and legislation affecting preK-16 schools; guidance for academic projects and lesson plans; counseling for employment possibilities or graduate study.)

## **Evidence (Unranked)**

Examples of evidence a faculty member may present to demonstrate compliance

- Student evaluations for courses (student opinion polls);
- Peer teaching observations and reviews;
- Student teaching supervision evaluations;
- Advising; (hours scheduled, number of students advised, participation in orientation sessions)(professional program applications and recommendations, student teaching applications, ADEPT portfolio evaluations)
- Field-based teaching including Professional Development School (PDS) teaching;
- Course development; new, or significantly revised courses developed
- Administrative reviews
- Teaching awards and nominations
- Years of relevant teaching experience
- Samples of graded student work
- Course syllabi
- Supplemental course materials
- Samples of tests, exams, essays, and other assignments
- Teaching philosophy, narrative of teaching style and techniques
- Listing of educational workshops, trainings, seminars and classes taken to enhance teaching
- Teaching materials developed and used
- Evaluations of instruction from graduates
- Analysis and interpretation of student evaluations
- International teaching exchange, sabbatical, or consulting contracts
- Request to help others with their teaching
- Mentoring colleagues in effective advising
- Subsequent publications or professional presentations by students

## **Service**

**Definition and Rationale:** Faculty members are expected to be good citizens and to advance the mission of USC Upstate. Faculty accomplish this through service to the University, service to the School of Education, service to the profession, and service to the community.

### **University Service**

At the University level, faculty, together with administration and staff, are responsible for governance. In this capacity, faculty are expected to serve on University committees, to serve on the Faculty Senate, and to serve in advisory roles for student organizations.

### **School of Education Service**

At the School of Education level, faculty are responsible for meeting accreditation standards, for developing new and revising current curricula, for establishing policies and procedures for the School of Education, and for making recommendations concerning the hiring of new faculty.

### **Professional Service**

School of Education faculty are expected to contribute to the professional community. Professional service is evidenced by a solid record of faculty contributions to public and/or private schools, other colleges and universities, professional organizations, business and industry, governmental units, local/state agencies, and the community at large.

### **Community Service**

The School of Education recognizes a strong obligation to provide community service through the expertise of its faculty. The faculty member's service to the community at large, when it is related to the faculty member's field of expertise or when it promotes the mission of University, is of particular import. It is expected that faculty seeking promotion and/or tenure in the School of Education, therefore, demonstrate a record of sustained, effective service within the community and/or larger society. Because the School of Education combines the functions of a professional school and a traditional academic department, it is essential that faculty engage in a broad range of community service activities that help to connect the School of Education to schools and other service agencies and that contribute to providing School of Education candidates with superior clinical experiences and training. The burden is on the faculty member to explain how such community service relates to the faculty member's field of expertise and/or promotes the mission of the University of South Carolina Upstate.

### **Performance Indicators**

- A. Service to the University (examples: faculty chair, faculty recording secretary, Faculty Senate, University standing committees [including chair], University ad hoc committees [including chair], University search committees, University representative on boards or committees, advisement of student organizations, recruitment and retention of students, sponsorship of art, music, and theater shows/productions, sponsorship/support of athletic activities.)
- B. Service to the School of Education (examples: leadership in accreditation activities, preparation of SPA folios, writing the conceptual framework or institutional report for the School of Education, service on SOE standing committees [including chair], service on SOE ad hoc and search committees [including chair], advisement of student organizations, development of new and revision of current degree and certification programs, development of new and revision of current policies and procedures, assistance with recruitment and retention students.)
- C. Service to Profession (examples: providing service to professional organizations, serving on professional boards or committees, developing professional materials, providing technical assistance to schools, assisting teachers improve instruction, and presenting teacher workshops.)
- D. Service to Community (examples: working in professional consultancies and advisory roles; creating and conducting professional institutes, conferences, symposia, workshops; establishing and implementing centers or other agencies/programs for the delivery of professional education services.)

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### **Evidence (Unranked)**

Examples of evidence a faculty member may present to demonstrate compliance

- Presentations to civic groups
- Presentations to local schools
- Service on boards, agencies, and commissions (local, state, and national)
- Service on School Improvement Councils
- Membership in community groups.
- A description of one's agenda (Goals) for service and of how that service builds on one's professional expertise
- Examples of involvement with practitioners that is sustained and focused and that draws upon one's professional expertise
- Correspondence (requests/acknowledgement)
- Provision of inservice education or technical assistance

- Professional consultations with private agencies related to education.
- Sustained involvement in the work of practitioners in one's field
- Contributions to practitioners within the school system
- Advocacy in addressing needs of practitioners in one's field
- Leadership in addressing issues in one's field
- Recognition by others of the quality and impact of one's service to the practitioners
- Sustained involvement in professional organizations and associations in one's field at state, regional, national and/or international levels.
- Recognition by others of the quality and impact of one's service to professional organizations
- Sustained membership in one's professional organizations and associations
- Service to licensure, certification or accreditation boards
- Award recognition for service
- Mentoring junior faculty or school personnel
- Public school involvement
- Faculty liaison for students to professional organizations

The activities under each type of service listed above can be documented by letters from colleagues, the candidate's personal description of her/his level of activity, and/or relevant documents produced in this service. The faculty member's service record must clearly demonstrate the nature of accomplishments and reveals sustained and effective professional, community and/or clinical service.

- Sustained involvement in the work of practitioners in one's field
- Contributions to the community that draw upon one's professional expertise
- Advocacy in addressing needs of practitioners in one's field
- Recognition by peers of the quality and impact of one's service
- Leadership in addressing issues in one's field
- Distinction in the quality of one's service

### **Scholarship and Creativity**

**Definition and rationale:** Scholarship is widely interpreted and may take many forms. Faculty may conduct research that generates new knowledge or synthesizes and integrates knowledge. Research may be represented by publications, presentations, grants, or creative products, such as original works, creative performances, exhibits or other expressive presentations. Other faculty members engage in applied research, finding new ways to use knowledge for practical purposes, including the scholarship of teaching or of solving problems within academia or the larger community, such as involvement in preK-16 partnerships. Faculty members also engage in developing and publishing software and in finding new classroom uses for existing technology. Interdisciplinary efforts where faculty members work to expand their knowledge and apply it in new ways constitute yet another form of applied scholarship. Often collaboration requires additional efforts on the part of faculty members involved, but the many benefits make such efforts desirable; thus, such effort should be recognized in the evaluation of scholarship.

#### **Performance Indicators**

Faculty members expand the knowledge base in their fields by conducting research and generating new knowledge or creative products and/or synthesizing and integrating existing knowledge as demonstrated by one or more of the following:

- A clearly defined scholarship/creative agenda and focus
- Knowledge of alternative approaches to conducting research, including research design, data analysis, and reporting and interpreting results
- Expertise in methodologies appropriate to one's scholarship and/or creative agenda

- Efforts to obtain funding to support one's scholarship or creative goals
- Evidence that one's research agenda or artistic achievement has matured over time
- Recognition by others of the quality of one's scholarship and artistic expression
- A sustained record of conducting and reporting empirical research in one's field or a sustained effort in a particular medium or style
- Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their efforts to generate new knowledge in their field or unique artistic expression
- Distinction in the quality of one's scholarship or artistic creative activity
- Currency in the knowledge base that under girds one's field of inquiry
- Application of that knowledge base to one's teaching, service, and other professional activities
- Continued interaction with others internally and externally who share one's knowledge base
- Demonstrated leadership in mentoring colleagues, particularly junior faculty, in their efforts to integrate knowledge in their field
- Reviews of the knowledge base in one's field, identification of critical themes, and recommendations for extending that knowledge base in one's field

**Evidence (Unranked)** Examples of evidence a faculty member may present to demonstrate compliance

- A description of one's scholarship and/or creative agenda
- Products of one's work original and/or synthesis and integration of knowledge, e.g., juried presentations at professional conferences or performances, publications in peer-reviewed journals, books, chapters, monographs, technical reports, invited presentations, shows, instructional/curricular materials, modules, test, equipment, inventions and conference proceedings
- Citations by others of one's work
- A summary of requests for reprints of one's publications or repetitions of performances or presentations
- Invitations to review the research and scholarship of others
- Membership on editorial boards of scholarly publications
- Receipt of competitive grants or contracts for research from external and internal funding sources (including an assessment of the competition)
- Manuscripts, research proposals, programs, artifacts, and other products of scholarship submitted for publication, funding, or dissemination
- Reports of scholarship or creative projects in progress
- External evaluations and reviews of one's work
- Manuscripts, research proposals, productions, and other products of scholarship submitted for publication, funding, or dissemination
- Reports of scholarship in progress
- Awards and other recognition for the quality of one's scholarship or creative endeavor