

## SAMPLE CRITERIA AND EXAMPLES OF DOCUMENTATION

The Office of Academic Affairs recognizes the need for promotion and tenure criteria to be specific to the College and Tenure Initiating Unit. Building a dossier that demonstrates a candidate meets the criteria is the responsibility of the candidate. Below are **examples** of expectations that may meet the criteria for a unit and **examples of evidence** that may document outcomes that demonstrate the expectations. Neither the examples of expectations, nor examples of evidence/documentation listed below are required and should not be adopted in totality. They are meant to assist units in writing their APT documents. Each unit must consider the criteria for success in their units. Since the TIU's recommendations for or against promotion are evaluated by the College and University, it is important that the TIU's APT document should specify appropriate expectations for meeting the criteria and types of evidence that document meeting these expectations. The documentation of excellence should be based upon an individual's assigned work. The Office of Academic Affairs recognizes that documentation of excellence may vary by individual due to the assigned work. This is a living document and suggestions for changes, additions and clarifications may be submitted at any time to Vice Provost for Academic Policy and Faculty Resources.

<b>TEACHING</b>	
<b><u>Examples of Expectations</u></b>	<b><u>Examples of Evidence/Documentation</u></b>
<p>Developed new and effective instructional techniques and materials appropriate for the objectives and level of the course</p> <p>Demonstrated continuing growth in subject matter knowledge</p>	<ul style="list-style-type: none"> <li>• Changes to or development of syllabi, examinations, laboratory exercises, case studies, field trip agenda, problem sets, computer software demonstrate up-to-date thought on subject content</li> <li>• Summary of class comments demonstrate instructional content up-to-date</li> <li>• Experts in field evaluate and determine syllabi, class evaluation items and class materials up-to-date and appropriate for topic and audience</li> <li>• External faculty expert reviews course materials (syllabus, assignments, examinations, sample class information) and evaluates meeting contemporary expectations for topic</li> <li>• Attended continuing education on topic or focus area and adopted new materials in class</li> <li>• Awarding of "Endorsement" from University Institute of Teaching and Learning</li> </ul>

<p>Demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm</p>	<p>Cumulative eSEI reports (Student Evaluation of Instruction computer-generated summaries prepared by the Office of the University Registrar)<sup>1</sup> for every class</p> <ul style="list-style-type: none"> <li>• eSEI items 1, 3, 5, 6, 8, 9 scores equal or greater than average for department or college or goal score determined by TIU, i.e. greater than 4.0</li> <li>• eSEI items 1, 3, 5, 6, 8, 9 scores demonstrate positive trajectory during review period</li> <li>• eSEI item 10 scores equal or greater than average for department or college or goal score determined by TIU, i.e. greater than 4.0</li> <li>• Positive peer evaluation documenting these areas demonstrate positive trajectory during review period</li> <li>• Positive evaluations from Continuing Education Programs, both internal and external to the University</li> </ul>
<p>Demonstrated creativity in the use of various modes of instruction, classroom or online technology, and other teaching strategies to create an optimal learning environment</p>	<ul style="list-style-type: none"> <li>• Use of multimodal techniques or approaches to stimulate class participation and learning – discuss in teaching narrative</li> <li>• Peer evaluation descriptions positive on mode of instruction</li> <li>• eSEI items 2, 8, 9 scores equal or greater than average for department or college or goal score determined by TIU, i.e. greater than 4.0</li> <li>• eSEI items 2, 8, 9 scores demonstrate positive trajectory during review period</li> </ul>
<p>Engaged students actively in the learning process and encouraged independent thought, creativity, critical thinking, and appreciation of the knowledge creation process</p>	<ul style="list-style-type: none"> <li>• eSEI items 2, 4, 8 scores equal or greater than average for department or college or goal score determined by TIU, i.e. greater than 4.0</li> <li>• eSEI items 2, 4, 8 scores demonstrate positive trajectory during review period</li> <li>• Exit questionnaires for graduating students demonstrate positive contributions</li> <li>• Advising questionnaires demonstrate positive contributions</li> <li>• STEP Advisor – demonstrated positive student outcomes</li> </ul>
<p>Disseminated intellectual contributions related to teaching</p>	<ul style="list-style-type: none"> <li>• Copies of pedagogical papers, books or other materials published, or accepted for publication. Material accepted for publication but not yet published must be accompanied by a</li> </ul>

	<p>letter from the publisher stating that the work has been unequivocally accepted and is in final form with no further revisions needed.</p> <ul style="list-style-type: none"> <li>• Peer-evaluated scholarly publications designed primarily to communicate with other educators, e.g., journal articles on curricula, course innovations and student placement</li> <li>• Textbooks authored or edited, textbook chapters, laboratory exercises and other instructional materials developed. Scope and distribution of each item should be included.</li> </ul>
Developed the ability to attain the educational benefits of students' diversity in the classroom	<p>Summaries of the following demonstrating positive outcomes:</p> <ul style="list-style-type: none"> <li>• Summative and non-summative evaluation/feedback from students/residents</li> <li>• eSEI including summary of comments</li> <li>• Faculty peer teaching reviews</li> </ul>
Demonstrated excellence in outreach education	<ul style="list-style-type: none"> <li>• Demonstration of an understanding of the needs of outreach learners</li> <li>• Demonstrate the development of effective teaching materials and programs as measured by outcomes and adoption of the materials or programs</li> <li>• Demonstration of creativity in subject matter development, methods of presentation and the incorporation of new ideas</li> <li>• Positive evaluations of presentations provided through outreach education</li> <li>• Documentation of evidence-based presentations meeting the needs of the learners</li> </ul>
Provided appropriate and timely feedback to students/residents throughout the instructional process	<ul style="list-style-type: none"> <li>• Positive qualitative student/resident comments</li> <li>• Feedback on Carmen/Canvas sites</li> </ul>
Treated students/residents with respect and courtesy	<ul style="list-style-type: none"> <li>• Positive qualitative student/resident comments</li> <li>• Positive peer evaluations</li> <li>• Exit interview summaries demonstrating respect and courtesy</li> </ul>
Improved curriculum through revision or new development of courses and/or academic programs	<ul style="list-style-type: none"> <li>• Documentation of involvement and specific outcomes in curriculum development</li> <li>• Leadership in development of the curriculum and courses which goes beyond normal teaching and service expectations</li> </ul>

<p>Served as advisor to an appropriate number of graduate students given the department's graduate student/faculty ratio and the faculty member's area(s) of expertise</p>	<p>Teaching activities as listed in the core dossier including:</p> <ul style="list-style-type: none"> <li>• involvement in graduate/professional exams, theses, and dissertations, and undergraduate research</li> <li>• mentoring postdoctoral scholars and researchers</li> </ul>
<p>Served as research mentor to undergraduate students</p>	<ul style="list-style-type: none"> <li>• mentoring of undergraduate research students</li> <li>• promoting student participation in research presentations (e.g., Denman)</li> <li>• serving as mentor or committee member for honors research theses</li> </ul>
<p>Engaged in documentable efforts to improve teaching</p>	<ul style="list-style-type: none"> <li>• Teaching portfolio demonstrating teaching outcomes after efforts to improve</li> <li>• Annual evaluations – setting goals, document activities in which faculty member participated, changes made to teaching, and outcomes of the change (improvement in student success as demonstrated by higher board scores or other documentation, eSEI improvements, etc)</li> <li>• Maintenance and development of professional competence and growth through participation in workshops, study leaves, learning communities, courses, industry or government visits, interaction with practitioners and self-study should be documented in writing, including when each activity occurred, and professional growth accrued.</li> <li>• Awarding of “Endorsement” by the Institute for Teaching and Learning.</li> </ul>
<p>Demonstrated exceptional teaching outcomes</p>	<ul style="list-style-type: none"> <li>• Awards and formal recognition of teaching</li> <li>• Presentations on pedagogy and teaching at national and international conferences</li> <li>• Adoption of teaching materials at other colleges or universities</li> <li>• eSEI – Item 10 scores equal to or greater than average for department or college or above 4.0</li> <li>• National and international reputation for teaching – contribution to professional area in teaching.</li> <li>• Use, development, and support of information technologies in teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Exceptional Grand Round evaluations</li> <li>• Exceptional professional meeting presentation evaluations</li> <li>• Exceptional extension program evaluations</li> </ul>
<p>Demonstrated outstanding creation of digital media and/or digital editions or textbooks</p>	<ul style="list-style-type: none"> <li>• Creation of images, Web sites, digital tools and software for teaching</li> <li>• Demonstrate adoption, distribution, or publication of digital works</li> <li>• Awards and/or adoption of the above items by multiple sites</li> <li>• Recognition by external reviewers</li> <li>• Lead in the development of faculty team-based projects</li> <li>• Technological innovations that permitted persons with disabilities to utilize digital media</li> <li>• Engagement of new audiences</li> </ul>
<p>Demonstrated exceptional community-engaged teaching</p>	<p>Terms that may be used: service-learning, community-based education, practice-based teaching, experiential or active learning, internships, practicum</p> <p>Excellence: Service-learning contributions:</p> <ul style="list-style-type: none"> <li>• Relate to the faculty member's area of scholarship</li> <li>• Responsive to a recognized need on-campus or in the community and have significant and lasting impact</li> <li>• Carried out in partnership with the community being served</li> <li>• Demonstrates that students have provided a needed service to members of the community at large, rather than an exclusionary group</li> <li>• Methodology used provides a way for students to process and synthesize the impact of the service-learning experiences on their understanding of the subject matter of the class</li> <li>• Demonstrates that students broadened understanding of civic involvement, even though students may also focus on career preparation</li> <li>• Awards received for service related to engagement in teaching</li> <li>• Dissemination of outcomes (presentations, articles, etc)</li> </ul>

<p>Demonstrated a positive relationship between citizenship and teaching</p>	<ul style="list-style-type: none"> <li>• Mentorship to junior faculty</li> <li>• Active involvement in teaching evaluation</li> <li>• Counseling and directing of graduate and undergraduate students, postdocs, and residents in career development</li> </ul>
<p>Documented outstanding graduate teaching</p>	<ul style="list-style-type: none"> <li>• Exit questionnaires demonstrate outstanding graduate teaching</li> <li>• Graduate students participate in programs outside the university</li> <li>• Graduate students earn awards</li> <li>• Graduate student placement in academic and non-academic settings post-graduation</li> </ul>

1. eSEI or other teaching evaluations such as trainee evaluations, Med-Star or department/college specific evaluation forms

**SCHOLARSHIP**

<b>Examples of Expectations</b>	<b>Examples of Evidence/Documentation</b>
<p>Demonstrated thematically focused research/scholarship/creative outcomes that contributes to knowledge in area of expertise and relationship to his/her scholarly agenda, unit mission and societal needs</p>	<ul style="list-style-type: none"> <li>• A body of work in peer reviewed journals, or other journals consistent with the standards of the appropriate unit, and/or conferences of high quality that clearly demonstrates creation of an independent research/scholarship/creative program over time, and contributes substantively to knowledge/outcomes in the area of focus. Publications demonstrate research/scholarship/creative focus.</li> <li>• Complete publication record including archival journal papers, conference papers and posters (both refereed and otherwise), monographs, books, book chapters, textbooks based on scholarship, magazine articles and on-line publications, patents and invention disclosures.</li> <li>• Refereed conference publications considering the conferences involved are recognized as refereed, highly selective, and of high quality. The visibility of the conference as a focal point for research in the area should be clearly established.</li> <li>• Sustained grants and contracts including foundations, federal agencies, major industry, or private sector – may be as Primary Investigator or Co-Investigator with documented focused contribution on multiple grants or projects</li> <li>• Leadership in conducting and reporting outcomes of clinical trials</li> <li>• White papers that can be shown to have influenced policy or practice</li> <li>• Creative works pertinent to the candidate’s professional focus including artwork, choreography, collections, compositions, curated exhibits, moving images, multimedia, performances, radio, recitals, recordings, television, and websites</li> </ul>

	<ul style="list-style-type: none"> <li>• Outcome indicators, between faculty expertise and project objectives/constituent needs</li> <li>• Creation of digital media, software, patents, and fact sheets – related to outcomes</li> <li>• Description of significant outreach activities in which the faculty member played a major role, with qualitative indicators to evaluate the excellence of each activity</li> </ul>
Demonstrated high quality scholarship/research of teaching	<ul style="list-style-type: none"> <li>• Scholarship of teaching including pedagogical papers, textbooks, monographs and compilations of essential education resources, including online teaching resources. Scholarship of teaching may also include the creation of digital, simulation or other learning tools</li> </ul>
Demonstrated high quality scholarship/research of extension	<ul style="list-style-type: none"> <li>• Substantial body of focused, high quality research/scholarly/creative work that is disseminated appropriately and evaluated to have had impact on the field by internal and external evaluators</li> <li>• Evidence of work in progress</li> <li>• A body of work published and/or presented in high quality peer reviewed venues (books, journals, scholarly conferences, etc.) that is thematically focused, contributes substantively to knowledge in the area of focus, and cited or otherwise show evidence of influence on the work of others</li> <li>• Rigorous peer review process and degree of dissemination of publication and/or presentation venues</li> <li>• Archival journal publications and monographs, conference proceedings</li> <li>• Internally peer reviewed OSU Extension publications for non-campus-based faculty</li> <li>• Collaborative scholarship with defined intellectual contribution to multiple projects</li> <li>• Obtain and sustain program funding from grants and contracts</li> <li>• Awarded competitive peer reviewed funding awarded and outcomes from funding provide impact</li> </ul>



	<ul style="list-style-type: none"> <li>• External reviewers note a reputation based on the quality of outcomes in area of specialization</li> <li>• County and non-campus based faculty have statewide and regional reputation based on impact of specialization outcomes</li> <li>• Campus-based faculty have national and/or international reputation</li> </ul>
Demonstrated successful entrepreneurship	<ul style="list-style-type: none"> <li>• Patents and licenses of invention disclosures, software development, and materials transfers</li> <li>• Technology commercialization</li> <li>• Formation of startup companies</li> <li>• Licensing and options agreements</li> <li>• Consulting work with industry and other external partners</li> </ul>
Demonstrated influence on the work of others	<ul style="list-style-type: none"> <li>• Outcome indicators of activity to external audience, to the profession/discipline and to the public good that indicate impact and importance in the candidate's field (and any other fields/communities where one engages)</li> <li>• Development of program materials, exhibits, shows, and concerts, technical reports</li> <li>• Invited webinars, presentations, scholars visiting to document, observe, or model your work</li> <li>• Significant portion of the publications authored by the candidate with his or her own graduate students and other collaborators.</li> <li>• Collaborative team-based research demonstrating the candidate's contributions to collaborative publications, and recognizable as a unique and creative contribution to the overall body of work</li> <li>• External reviewer positive comments</li> <li>• Citations</li> </ul>
Demonstrated high quality research/scholarship/print or digital scholarship/creative outcomes	<ul style="list-style-type: none"> <li>• Publication in peer reviewed books, journals, and monographs</li> <li>• Journal ranking, citation index, H-index, impact on field</li> <li>• Primary journal of faculty member's discipline</li> <li>• Engagement/outreach: scholarly recognition including peer reviews of the activity and its results</li> </ul>

	<ul style="list-style-type: none"> <li>• Creation of digital media, digital humanities projects, software patents, and fact sheets</li> <li>• Grants and contracts designed to develop and deliver outreach innovations</li> <li>• Documentation of inventions, patents, disclosures, options and commercial licenses</li> <li>• List of prizes and awards for research, scholarly, outreach, or creative work</li> <li>• External reviewer positive comments</li> </ul>
<p>Demonstrated impact of research, scholarship or engagement</p>	<ul style="list-style-type: none"> <li>• Documentation that individuals from outside the state or nation have sought candidate and want to study the outreach provider's work and innovations</li> <li>• Significance of problem addressed: how serious was the problem or need; what social, economic or cultural consequences could have resulted from not addressing the problem or need</li> <li>• Citations in other works</li> <li>• Documentation of inventions, patents, disclosures, options and commercial licenses</li> <li>• Evidence of intellectual property such as copyrighted materials, software, multimedia presentations</li> <li>• Materials transfer agreements suggest recognition of one's work and can be one component of national/international impact</li> </ul>
<p>Provided ongoing quantity of research/scholarship outcomes</p>	<ul style="list-style-type: none"> <li>• Sufficient productivity over time according to norms in the field and responsibility assignments</li> </ul>
<p>Demonstrated unique contribution to a line of inquiry</p>	<ul style="list-style-type: none"> <li>• Creative works pertinent to the candidate's professional focus. including artwork, choreography, collections, compositions, curated exhibits, moving images, multimedia, performances, radio, recitals, recordings, television, interviews, and websites</li> <li>• External peer reviewers comment that the faculty member has made a substantial contribution to the discipline or profession in an area and the extent to which that person has been recognized by other scholars, public policy makers and/or practitioners</li> </ul>

	<ul style="list-style-type: none"> <li>• Documentation of consistent contribution demonstrating expertise to multiple scholarly, research or engagement outcomes</li> <li>• Scale of the problem: what are the size, trends, future directions and geographic distribution of the problem</li> <li>• Narrative describing the activity, the reasons why it was undertaken, the faculty member’s intellectual contribution and leadership role, and how the activity contributed to his/her scholarly advancement</li> <li>• Evidence of uniquely creative approaches to framing research questions, with unique cultural or demographic impact of the work in publications or grant proposals</li> </ul>
<p>Demonstrated rigor of peer-review process and degree of dissemination of publication venues.</p>	<ul style="list-style-type: none"> <li>• Documentation of inventions, patents, disclosures, options and commercial licenses</li> <li>• Publications in high impact journals, conferences, etc.</li> <li>• Documentation of the quality of the dissemination</li> </ul>
<p>Demonstrated the candidate's ability to conduct work and to mentor future scholars</p>	<ul style="list-style-type: none"> <li>• Candidate advising a group of graduate students at varying stages of progress in their own development as apprentice researchers</li> <li>• Evidence of support for undergraduate, graduate, and professional students including, but not limited to, financial, grants, and positive mentoring reviews</li> <li>• Undergraduate, graduate, and professional students and residents’ advisee awards</li> <li>• Student positions post-graduation</li> <li>• Student success related to mentored work (productivity, dissemination, awards, scholarships, grants)</li> <li>• Evidence of recruiting and mentoring of diverse student backgrounds, particularly women and people of color</li> </ul>
<p>Demonstrated participation in high quality collaborative work</p>	<ul style="list-style-type: none"> <li>• Scholarship, research, engagement, clinical outcomes that define a continued contribution showing expertise and creativity needed for the success of the project/study</li> <li>• Narrative describing the activity, intent, anticipated outcomes, the faculty member’s intellectual contribution and leadership role, and how the activity contributed to his/her scholarly/creative, clinical advancement</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluations by other members of collaborative teams, including students and staff</li> </ul>
Demonstrated ability to obtain and potential to sustain research and scholarly program funding.	<ul style="list-style-type: none"> <li>• Competitive peer-reviewed research funding – national or international grants from funding agencies including government agencies and private foundations, and associations that require outcomes</li> <li>• Grants and contracts designed to develop and deliver outreach or engagement innovations</li> <li>• Documented contribution to the collaboration of research outcomes as a member of a team or interdisciplinary cluster</li> <li>• Unique thematic focus (expertise) consistently provided to the scientific outcomes of the scholarship</li> <li>• Defined pattern of contribution to interdisciplinary cluster</li> </ul>
Developed national/international reputation in the candidate's field	<ul style="list-style-type: none"> <li>• Recognition by external reviewers that the faculty member has made a substantial contribution to the discipline or profession and the extent to which that person has been recognized by other scholars, public policy makers and/or practitioners</li> <li>• External evaluations, invitations to present at recognized prestigious forums, invitations to review research papers and grant proposals, and a beginning trend of positive citations in other researchers' publications</li> </ul>
Demonstrated a high degree of professional ethics	<ul style="list-style-type: none"> <li>• High degree of ethical conduct of research including, but not limited to, full and timely adherence to all regulations relevant to the research program, and ethical treatment of undergraduate, graduate and professional students, residents, postdoctoral fellows, and collaborators</li> <li>• Contributes to a positive and compelling working environment, particularly one that welcomes diversity in faculty, staff and students</li> </ul>
Participated in high quality engaged scholarship/research	<ul style="list-style-type: none"> <li>• The match, including outcome indicators, between faculty expertise and project objectives/constituent needs</li> <li>• Scholarly recognition including peer reviews of the activity and its results</li> </ul>

	<ul style="list-style-type: none"> <li>• Publication in peer reviewed books, journals, and monographs</li> <li>• Creation of digital media, software technology, patents, computer programs, forums, and fact sheets influencing decision-making and demonstrating outcomes</li> <li>• Development of program materials, exhibits, shows, and concerts, technical reports</li> <li>• Grants and contracts designed to develop and deliver outreach innovations</li> <li>• Documentation that individuals from outside the state or nation have sought out and want to study the outreach provider's work and innovations</li> <li>• Issuance of patents and evidence of intellectual property such as copyrighted materials, software, multimedia presentations</li> <li>• Evaluative statements from peers or clients related to the specific ways in which the faculty member's scholarly contribution to a program, project, or product proved essential to its success and resulted in identifiable results that contributed to the public good.</li> <li>• Recognition by peer reviewers that the faculty member has made a substantial contribution to the discipline or profession and the extent to which that person has been recognized by other scholars, public policy makers and/or practitioners</li> <li>• Significance of problem addressed: how serious was the problem or need; what social, economic or cultural consequences could have resulted from not addressing the problem or need</li> <li>• Scale of the problem: what are the size, trends, future directions and geographic distribution of the problem</li> </ul>
<p>Provided high quality outreach objectives and a relationship to scholarly agenda, unit mission and societal needs</p>	<ul style="list-style-type: none"> <li>• Description of significant outreach activities in which the faculty member played a major role, with qualitative indicators to evaluate the excellence of each activity</li> </ul>

<b>SERVICE</b>	
<b>Examples of Expectations</b>	<b>Examples of Evidence/Documentation</b>
Demonstrated excellence in service to the Department	<ul style="list-style-type: none"> <li>• Document contributions and quality indicators of the outcomes of the contributions</li> <li>• Recognition (awards and prizes) for service to department</li> <li>• Annual evaluations document excellence in service to department</li> </ul>
Demonstrated excellence in service to the College	<ul style="list-style-type: none"> <li>• Document contributions and quality indicators of the outcomes of the contributions</li> <li>• Awards and prizes for service to College</li> <li>• Annual evaluations document excellence in service to college</li> </ul>
Demonstrated excellence in service to the University	<ul style="list-style-type: none"> <li>• Administrative responsibilities including: the direction/coordination of programs or offices, admission, participation in special studies or projection, collection development, care and use; grants received in support of the institution</li> <li>• Appointed and elected university, college, and department ad hoc or standing committees, councils, task forces, and boards</li> <li>• Document contributions and quality indicators of the outcomes of the contributions, including roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured.</li> <li>• Document service that advances the University's commitment to diversity and inclusion</li> <li>• Awards and prizes for service to University</li> </ul>
Demonstrated excellence in service to the students of Ohio State	<ul style="list-style-type: none"> <li>• Advising student clubs, College Honors Committee, or other organizations; serving on advisory and as outside representative on examination committees of graduate students, and serving on university student committees (e.g., Judicial and Academic misconduct)</li> </ul>

<p>Demonstrated significant service to a profession or field</p>	<ul style="list-style-type: none"> <li>• Document contributions and quality indicators of the outcomes of the contributions</li> <li>• Involvement with professional journals (journal editorships, reviewer) and professional societies (offices or committees)</li> <li>• Professional conference organization</li> <li>• Consultation activity with industry, professional discipline education development, other universities, or government</li> <li>• Awards and prizes for service to profession</li> <li>• Any available documentation (e.g., letters from committee chairs) of the quality of service that enhances the list of service activities in the dossier</li> <li>• Evidence of professional expertise to public and private entities as a reviewer for funding proposals, study sections, external examiner, member of panels and commissions, professional consultant to industry, government, and education organization</li> </ul>
<p>Development and advancement of the interdisciplinary cluster</p>	<ul style="list-style-type: none"> <li>• Document contributions and quality indicators of the outcomes of the contributions</li> </ul>
<p>Demonstrated high quality clinical services including human and animal clients, with care provide by university faculty members through hospitals laboratories, and clinics</p>	<ul style="list-style-type: none"> <li>• Document contributions and quality indicators of the clinical outcomes</li> <li>• Documentation of high quality patient care and clinical service to hospitals</li> <li>• Documentation of high quality service to hospital/healthcare system</li> </ul>
<p>Demonstration of high quality administration to the University at any level</p>	<ul style="list-style-type: none"> <li>• Document contributions and quality indicators of the outcomes of the contributions including positive change</li> </ul>
<p>Demonstrated community-engagement</p>	<ul style="list-style-type: none"> <li>• Documentation of activities and quality indicators within the Community Setting</li> <li>• Documentation of unique service to disadvantaged communities.</li> </ul>
<p>Demonstrated outstanding creation of print or digital media for a public audience and/or public websites</p>	<ul style="list-style-type: none"> <li>• Description of underlying creation of images, Web sites, digital tools and software for public</li> </ul>

	<ul style="list-style-type: none"><li>• Narrative describing theoretical underpinnings, intellectual rigor of work, and considerations in translating research for a public audience</li><li>• Awards and/or adoption of the above items by multiple sites</li><li>• Recognition by external reviewers</li><li>• Description of the creation of infrastructure as well as content and specific contributions by individual</li><li>• Lead in the development of faculty team-based projects and scholarship</li><li>• Scholarship demonstrating technological innovations that permitted persons with disabilities to utilize digital media</li><li>• Publications of print or digital works, reviews, citations of the work in print or digital journals</li><li>• Exhibitions and conferences</li></ul>
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