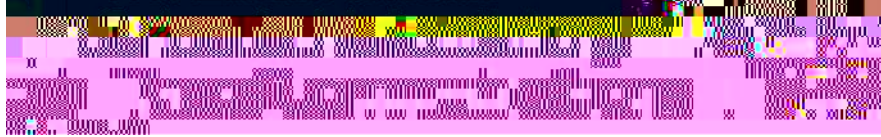




# The Zimmerman



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# The Zimmerman School Post-Tenure Review (PTR) Evaluation Matrix

## RESEARCH

Excellence in research involves both qualitative and quantitative factors, where assessment of quality takes precedence. For purposes of Post-Tenure Review, the ZSAMC director should give great weight to judgments of quality as demonstrated by journal rankings and other indicators. The standings of journals and academic presses in which candidates published are to be considered significant indicators of quality. Assessment of research quality is a rigorous process, but primarily a qualitative one.

Evaluation ratings in the area of Research (which includes scholarship, as broadly defined in The Zimmerman School Tenure & Promotion documents) generally **U H I O H F W W K H I D F X Q W U R I H E H U M V U H V H D U F K** Productivity (developmental and completed projects) 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).

### High Impact Scholarship

#### 1. Peer-reviewed Articles

A peer-reviewed article is an article in a peer-reviewed journal in a ZSAMC discipline (or cognate scholarly field, where appropriate), or a chapter in a peer-reviewed anthology. One such article annually per 20% research workload is expected such that a faculty member with a 40% research assignment should have a minimum of 10 high-impact publications in a 5-year period.

**Fo U I R U P V R I V F K R O D U V K L S R W K H U W K D Q W K R V H G H V L J Q D W H G D V 3 K I L K L B S D F W** importance/significance, and its impact. Research activity will be evaluated holistically, not just based on the number of indicators. Faculty can meet criteria for a given rating in the domain of Research with qualifying performance indicators in one or more of the following categories:

#### 2. Editor-reviewed Articles, including Law Reviews

Applied scholarship in the form of edited, non- **U H I H U H H G O D Z U H Y L H Z R U S R O L F \ M R X U Q D O D U W L F O H V** considered equivalent to a peer-reviewed article given the prestige and ranking of the outlet.

#### 3. External Grants and Contracts

Applications for extramural funding are strongly encouraged <sup>2</sup> **L I D S S U R S U L D W H W R D F D Q G L G D W H \ V I L H O G**

#### 4. Authored research or scholarly books

An authored research or scholarly book is considered to be a work that provides a new understanding of a problem germane to ZSAMC disciplines. An authored research or scholarly book published by a reputable university or academic press is considered equivalent to no fewer than three and no more than five peer-reviewed articles. These works of research or scholarship should not be confused with discipline textbooks.

#### 5. Peer-reviewed chapters in edited book

Chapters presenting original research or scholarship that undergo peer review and appear in edited books published by reputable university or academic presses (for which the faculty member is not an editor) can represent important research contributions. Although the effort involved in producing an edited book chapter may equal that of a peer-reviewed journal article, candidates are encouraged to concentrate the bulk of effort on

<p>or emerging scholar in their field (e.g., research/scholarship in a professional practice community, scholarly use of the profession or contribute to an important research topic/area, which may be measured qualitatively (e.g., scholarly recognition by peers, awards, or appointments) or quantitatively (e.g., h-index, citation counts, or</p>	<p>professional practice community, scholarly research/scholarship to advance the profession or contribute to an important research topic/area, which may be measured qualitatively (e.g., scholarly recognition by peers, awards, or appointments) or quantitatively (e.g., h-index, citation counts, or</p>		
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TEACHING

The Zimmerman School UHFRJQLJHV D WKDW WHDFKLQJ SHUIRUPD Teaching can be known that different ways, and (c) ratings for some courses and for some types of courses (regardless of instructor) are typically higher or lower than others.

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1. Classroom teaching
  - ‡ Undergraduate and graduate course syllabi as well as instructional materials, assessment activities, and other course material
  - ‡ Course evaluations, including numerical data and narratives
  - ‡ Development of new courses, substantial revisions of current courses, or adaptation of courses to new formats and media through incorporation of emerging technologies
  - ‡ Student performance on pre- and post-instruction measures
  - ‡ Exemplary student classroom work and outcomes, including awards
  - ‡ Peer observations and evaluations (these are strongly encouraged in any year before a







Faculty member mentors students Z L W K L Q W K H L U U H V H D supervises student independent research  Faculty member receives teaching awards/recognition  SERVICE			
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Service should generally be commensurate with the proportion of faculty duties assigned in the service category (e.g., productivity expectations for faculty with a 10% service assignment will be higher than for faculty with a 5% service assignment). No single indicator is necessary and may not be sufficient to warrant a given rating. Service activity will be evaluated holistically, not just based on the number of indicators.

Being a well-rounded scholar and teacher includes making substantive service contributions to better the discipline, School, College, University, related professional fields, and the broader community. Faculty are encouraged to fully engage in the faculty governance process, as well as make significant contributions to the professional and academic communities served by the Zimmerman School. Substantive service should be related to WKH FDQGLGDWH¶V VFKRODUO\ DQG SURIHVVLRQDO LQWHUHVWV DQG Leadership positions in any HIOH

civic organizations that capitalizes on faculty professional expertise.

Exceeds Expectations (1)

Based on the PTR assessment, an OVERALL rating will be assigned using the 4-point ordinal scale specified in 86) ¶ V -3 R V W

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Submitted: September 11, 2023

Approved by the Dean's Office and Office of the Provost: September 11, 2023