Annual Evaluation Standards and Procedures

Tenured and Tenure Accruing Faculty

School of Communication Sciences and Disorders
University of Central Florida

For first use in the 2021-2022 academic year

Annual Evaluation Standards and Procedures

Purpose
The purpose of the Annual Evaluation Standards and Procedures document is to provide criteria and guidelines to evaluate the annual performance of in-unit faculty in the School of Communication Sciences and Disorders, including tenured professors and tenure-earning professors. For further information, see the BOT-UFF Collective Bargaining Agreement.

General Guidelines
Faculty are expected to contribute to the effective functioning of the University of Central Florida, the College of Health Professions and Sciences, and the School of Communication Sciences and Disorders. Performance of professional responsibilities, as well as of specific duties and activities included in annual assignments developed in consultation with the Director is required per UCF regulation and the Collective Bargaining Agreement (CBA).

Each year the Director will engage individual faculty in a goal review and evaluation process. As part of this process faculty members are expected to summarize their accomplishments on goals for the current year and to propose goals for the coming year. When formulating goals, faculty should consider their rank and FTE assignment(s) and state their goals in objective, behavioral, and measurable terms. Throughout the process it is important for faculty members to demonstrate their achievement of goals through various means. Faculty members at various stages in their careers, may perform more activities in one area than in another, or may emphasize different activities in a particular area. Ultimately, it is the School Director's responsibility to guide faculty to ensure annual goals are consistent with promotion expectations, and to evaluate the total contribution that a faculty member makes to the School, the College, and the University in the context of the School's mission.

Procedures
The process for annual faculty evaluations in the School of Communication Sciences and Disorders incorporates the following components:
1. Before the close of the academic year, each faculty member will develop an annual work plan for the coming academic year. Subsequently, the Director will schedule an individual meeting with each faculty member. In that meeting the Director and the faculty member will negotiate both the faculty member's percentage of workload assigned to each area of teaching, research, service, and where applicable, other assigned duties (e.g., Program Director, Center Director), and finalize the goals developed to meet that assignment for the coming year. All faculty members must have goals for accomplishments in all designated evaluation

areas **unless** their academic assignment does not include an area. A faculty member's responsibility in the area of "other duties" will be considered in addition to his or her performance in the areas of teaching, research, and service (as assigned). Finally, goals shall be stated in objective, behavioral, and measurable terms. It is the Director's responsibility to provide adequate assignment time for faculty members to achieve distinction in the goals identified in the annual plan.

2. Throughout the academic year, faculty will collect evidence that supports the attainment of each goal. It is the faculty member's responsibility to gather this evidence in preparation for a meeting with the Director regarding the evidence.

3. At midyear, faculty members may schedule a meeting with the Director to discuss their progress toward meeting annual goals. Any revisions in the annual plan must be approved and signed off by the Director.

4. The Director in consultation with the faculty member may modify work distribution assignments during the evaluation period to reflect unforeseen changes in activity.

5. Faculty members will submit their evidence to the School Director by the prescribed deadline. The evidence will include a self-assessment that addresses attainment of the goals for the current academic year as specified in the respective faculty member's annual plan that supports attainment of those goals. During the performance evaluation, the Director will determine whether the faculty member has achieved the set goals and will evaluate the quality of the evidence provided. Thus, faculty evaluation will be based on achievement of goals selected by faculty, in consultation with the Director in light of the assigned workload.

6. After receipt of the evidence and annual plan, the School Director and the faculty member will schedule a meeting to discuss the faculty member's performance in each assigned area and determine the completion of goals and the quality of the evidence provided. Sometimes faculty members achieve goals in assigned areas other than those specified; and sometimes they accomplish activities that contribute to the function of the School in unassigned areas. These accomplishments will be included in the annual evaluation as a contribution to the area of teaching, research and creative activity, service or other duties as appropriate.

Procedural Note: Some of the below-listed criteria are listed as reportable options under more than one category; in such instances, faculty have flexibility to determine in which rating category they choose to have a given activity counted. It is not possible to count the same activity twice. For example, chairing a thesis committee could be counted under either under research or teaching; it cannot be counted in both rating categories.

TEACHING

The Director will evaluate the Teaching component of each faculty member's assignment and rate this performance using the evaluation scale shown in Table 1. Evaluation of teaching will include a review of the teaching activities, recognition, and contributions that the faculty member has made to the University, the School of Communication Sciences and Disorders, and the professions of speech-language pathology and audiology. The Director's evaluation needs to be reflective of the materials submitted in the evaluation process by the faculty. The Director's evaluation of student comments must be proportional to the percentages of positive versus negative comments in the free response portion of the Student Perception of Instruction form.

The evaluation process will include a review of student evaluations and all other documentation provided by the faculty member. Teaching documentation may include the following:

- Peer evaluations: Evaluation of course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials
- Statement of teaching and advising duties and responsibilities
- Enrollment information on types of courses, advising load
- Statement of philosophy of teaching
- Description of materials and methods used in achieving desired learning outcomes, including efforts to improve quality and effectiveness of teaching, as well as the integration of evidenced-based research into course content
- Artifacts of teaching include:
  - Evaluation of course syllabi
  - Examples of students work
  - Examples of lectures, seminar-facilitation notes, or digital materials.

The criteria below indicate the requirements for each evaluation level in the area of Teaching:

	Satisfactory	Above Satisfactory	Outstanding
All Faculty	1. a. Must generally receive positive comments on the open-ended portion of the SPI form. b. Must demonstrate competence in teaching by achieving a rating of "Good to Excellent" on the instructor's overall performance from an average of at least 50% of the students completing the Student Perception of Instruction form for all courses taught within the evaluation period. c. In no case will adverse performance determinations be reached based on SPIs if fewer than 50% of students enrolled in each course at the end of the semester completed the evaluation. d. Alternative documentation of good to excellent performance may be utilized.	1. a. Must generally receive positive comments on the open-ended portion of the SPI form. b. Must demonstrate competence in teaching by achieving a rating of "Good to Excellent" on the instructor's overall performance from an average of at least 55% of the students completing the Student Perception of Instruction form for all courses taught within the evaluation period. c. In no case will adverse performance determinations be reached based on SPIs if fewer than 50% of students enrolled at the end of the semester completed the evaluation. d. Alternative documentation of good to excellent performance may be utilized.	1. a. Must generally receive positive comments on the open-ended portion of the SPI form. b. Must demonstrate competence in teaching by achieving a rating of "Good to Excellent" on the instructor's overall performance from an average of at least 65% of the students completing the Student Perception of Instruction form for all courses taught within the evaluation period. c. In no case will adverse performance determinations be reached based on SPIs if fewer than 50% of students enrolled at the end of the semester completed the evaluation. d. Alternative documentation of good to excellent performance may be utilized.
	2. Complete **all** of these items:	2. Complete **all** of these items:	2. Complete **all** of these items:

a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs. b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas. c. Integrate information on evidence-based practices into all disorder courses and clinical practice. d. Use appropriate instructional techniques and evaluation and reporting formats. e. Keep regular and special advisement/conference appointment hours, is well informed and professional in advising/coaching assigned students, and handle paperwork associated with advisement/coaching in a timely manner. f. Evaluate student's performance in a fair, equitable, and timely manner. g. Demonstrate current knowledge and expertise in assigned areas of teaching. h. Collaborate with course facu1ty to support the implementation of the curriculum. i. Integrate appropriate technology in course presentation (e.g., class e-mail, webcourse enhancement, videotapes, other technological tools). j. Meet class/ clinic assignments for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been approved by the School Director.	a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs. b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas. c. Integrate information on evidence-based practices into all disorder courses and clinical practice. d. Use appropriate instructional techniques and evaluation and reporting formats. e. Keep regular and special advisement/conference appointment hours, is well informed and professional in advising/coaching assigned students, and handle paperwork associated with advisement/coaching in a timely manner. f. Evaluate student's performance in a fair, equitable, and timely manner. g. Demonstrate current knowledge and expertise in assigned areas of teaching. h. Collaborate with course facu1ty to support the implementation of the curriculum. i. Integrate appropriate technology in course presentation (e.g., class e-mail, webcourse enhancement, videotapes, other technological tools). j. Meet class/ clinic assignments for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been approved by the School Director.	a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs. b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas. c. Integrate information on evidence-based practices into all disorder courses and clinical practice. d. Use appropriate instructional techniques and evaluation and reporting formats. e. Keep regular and special advisement/conference appointment hours, is well informed and professional in advising/coaching assigned students, and handle paperwork associated with advisement/coaching in a timely manner. f. Evaluate student's performance in a fair, equitable, and timely manner. g. Demonstrate current knowledge and expertise in assigned areas of teaching. h. Collaborate with course facu1ty to support the implementation of the curriculum. i. Integrate appropriate technology in course presentation (e.g., class e-mail, webcourse enhancement, videotapes, other technological tools). j. Meet class/ clinic assignments for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been approved by the School Director.

	k. Provide and follow a syllabus that adheres to current university guidelines. l. Provide an electronic version of the syllabus to the Coordinator of Administrative Services. m. Participate in professional development related to university instruction.	k. Provide and follow a syllabus that adheres to current university guidelines. l. Provide an electronic version of the syllabus to the Coordinator of Administrative Services. m. Participate in professional development related to university instruction.	k. Provide and follow a syllabus that adheres to current university guidelines. l. Provide an electronic version of the syllabus to the Coordinator of Administrative Services. m. Participate in professional development related to university instruction.
		3. Complete at least **two** of the following: a. Serve on a student thesis committee or dissertation committee during the evaluation period. b. Chair student thesis committee, dissertation committee, or research project during the evaluation period.* c. Develop at least one new course or complete major revisions to an existing course or clinical learning experience. d. Demonstrate creativity or innovation in course development or delivery. e. Participate actively in the School curriculum process. f. Mentor graduate teaching assistants, adjuncts, or colleagues in the teaching process. g. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations. h. Receive recognition for teaching expertise from the university or professional communities. i. Organize or conduct professional development activities (e.g., conferences, workshops) j. Submit or receive grants or other funding that advances the School's teaching mission. k. Direct an independent study.	3. Complete at least **three** of the following: a. Serve on a student thesis committee or dissertation committee during the evaluation period. b. Chair student thesis committee, dissertation committee, or research project during the evaluation period.* c. Develop at least one new course or complete major revisions to an existing course or clinical learning experience. d. Demonstrate creativity or innovation in course development or delivery. e. Participate actively in the School curriculum process f. Mentor graduate teaching assistants, adjuncts, or colleagues in the teaching process. g. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations. h. Receive recognition for teaching expertise from the university or professional communities. i. Organize or conduct professional development activities (e.g., conferences, workshops) j. Submit or receive grants or other funding that advances the School's teaching mission. k. Direct an independent study. l. Supervise student clinicians for clock-hours outside of a regular course assignment.

		l. Supervise student clinicians for clock-hours outside of a regular course assignment. m. Receive Student Perception of Instruction ratings that exceed the College average. n. Other; e.g. teaching different courses versus multiple sections of the same course.	m. Receive Student Perception of Instruction ratings that exceed the College average. n. Other; e.g. teaching different courses versus multiple sections of the same course.

* may count for 1, 2, or 3 activities

IV. CONDITIONAL
A **CONDITIONAL** rating in Teaching is obtained when a faculty member
1. receives "Fair" to "Poor" course/instructor evaluations from at least 50% of the students in each course/practicum taught
2. meets between 9 and 12 of the 13 essential standards for a **SATISFACTORY** rating.

V. UNSATISFACTORY
An **UNSATISFACTORY** rating in Teaching is obtained when a faculty
1. receives "Fair" to "Poor" course/instructor evaluations from at least 50% of the students in each course/practicum taught
2. meets 8 or fewer of the 13 essential standards for a **SATISFACTORY** rating.

Faculty who receive less than a Satisfactory rating in Teaching over three consecutive semesters will meet with their School Director to co-develop a professional development plan.

RESEARCH AND CREATIVE ACTIVITY

The Director will evaluate the Research and Creative Activity component of faculty members who have an assignment in this area and rate this performance using the evaluation scale shown in Table 1. Evaluation in the area of Research and Creative Activity will include a review of the scholarly activities, sponsored research, recognition, and contributions that the faculty member has undertaken during the evaluation period. The evaluation process will include review of faculty documentation of research and creative activity, including such evidence as letters of acceptance for journal articles, manuscripts, grant applications, and papers presented at professional conferences. The critical standard for research at the ranks of Assistant, Associate and Full Professor is the peer-reviewed, scholarly journal article.

The criteria below indicate the requirements for each evaluation level in the area of Research and Creative Activity.

	Satisfactory	Above Satisfactory	Outstanding

Tenure Earning			
	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.

	2. Have a, and at least one of b or c:
	  a. Publish one peer-reviewed journal article[+]
	  b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
	  c. Submission of an internal or external grant or contract.
		2. Have a, and at least one of b, c or d:
		  a. Publish two peer-reviewed journal articles or equivalent per evaluation period.[+]
		  b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
		  c. Receipt of internal grant.
		  d. Submission or receipt and/or possession of an external grant or contract.
			2. Have a, and at least one of b, c or d:
			  a. Publish two peer-reviewed journal articles or equivalent per evaluation period.[+]
			  b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
			  c. Receipt of internal grant.
			  d. Submission and/or the receipt and/or possession of an external grant or contract.

	3. Complete **two** of these items: a. Present or have accepted for presentation, a paper at a state/national/international conference. b. Present invited research at other colleges, universities, or institutes. c. Publish or have accepted for publication, a book chapter. d. Publish or have accepted for publication, a standardized test, App or other creative product.* e. Receive recognition within the university or professional communities for excellence in research. f. Publish or have a book accepted for publication.** g. Serve on a national grant review panel. h. Edit conference proceedings. i. Edit a special issue of a refereed journal. j. Serve on a student thesis committee or dissertation committee completed during the evaluation period. k. Chair a student thesis committee, dissertation committee, or research	3. Complete **four** of these items: a. Present or have accepted for presentation, a paper at a national/international conference. b. Present invited research at other colleges, universities, or institutes. c. Publish or have accepted for publication, a book chapter d. Publish or have accepted for publication, a standardized test, App or other creative product.* e. Receive recognition within the university or professional communities for excellence in research. f. Publish or have a book accepted for publication.** g. Serve on a national grant review panel. h. Edit conference proceedings. i. Edit a special issue of a refereed journal. j. Serve on a student thesis committee or dissertation committee completed during the evaluation period. k. Chair a student thesis committee, dissertation committee, or research	3. Complete **six** of these items: a. Present or have accepted for presentation, a paper at a national/international conference. b. Present invited research at other colleges, universities, or institutes. c. Publish or have accepted for publication, a book chapter. d. Publish or have accepted for publication, a standardized test, App or other creative product.* e. Receive recognition within the university or professional communities for excellence in research. f. Publish or have a book accepted for publication.** g. Serve on a national grant review panel. h. Edit conference proceedings. i. Edit a special issue of a refereed journal. j. Serve on a student thesis committee (1 point) or dissertation committee (2 points) completed during the evaluation period. k. Chair a student thesis committee (2 points), dissertation committee (3

	project completed during the evaluation period.*** l. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities. m. Other	project completed during the evaluation period*** l. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities. m. Other	points), or research project (1 point) completed during the evaluation period*** l. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities. m. Other
FTE Category 1 (Tenured Faculty with Research FTE between 0.01 & 0.39)	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.

	2. Have one of a, b or c:
	    a. Publish one peer-reviewed journal article.[+]
	    b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
	    c. Submission and/or the receipt of an external grant or contract.
		2. Have one of a, b or c:
		    a. Publish one peer-reviewed journal article.[+]
		    b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
		    c. Submission and/or the receipt of an external grant or contract.
			2. Have one of a, b or c:
			    a. Publish one peer-reviewed journal article.[+]
			    b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
			    c. Submission and/or the receipt of an external grant or contract.

	3. Complete **one** of these items: a. Present or have accepted for presentation, a paper at a state/national/international conference. b. Present research at other colleges, universities, or institutes. c. Publish or have accepted for publication, a book chapter. d. Publish or have accepted for publication, a standardized test, App, software, intellectual property or other creative product. e. Submit application for and/or receive external funding. * f. Receive recognition within the university or professional communities for excellence in research. g. Publish or have a book accepted for publication.** h. Serve on a national grant review panel. i. Edit conference proceedings.	3. Complete **two** of these items: a. Present or have accepted for presentation, a paper at a national/international conference. b. Present research at other colleges, universities, or institutes. c. Publish or have accepted for publication, a book chapter d. Publish or have accepted for publication, a standardized test, App, software, intellectual property or other creative product e. Submit application for and/or receive external funding * f. Receive recognition within the university or professional communities for excellence in research g. Publish or have a book accepted for publication** h. Serve on a national grant review panel. i. Edit conference proceedings.	3. Complete **three** of these items: a. Present or have accepted for presentation, a paper at a national/international conference. b. Present research at other colleges, universities, or institutes. c. Publish or have accepted for publication, a book chapter d. Publish or have accepted for publication, a standardized test, App, software, intellectual property or other creative product e. Submit application for and/or receive external funding * f. Receive recognition within the university or professional communities for excellence in research g. Publish or have a book accepted for publication** h. Serve on a national grant review panel. i. Edit conference proceedings.

	j. Edit a special issue of a refereed journal. k. Serve on a student thesis committee or dissertation committee completed during the evaluation period. l. Chair a student thesis committee, dissertation committee, or research project completed during the evaluation period.*** m. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities n. Other	j. Edit a special issue of a refereed journal. k. Serve on a student thesis committee or dissertation committee completed during the evaluation period. l. Chair a student thesis committee, dissertation committee, or research project completed during the evaluation period.*** m. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities n. Other	j. Edit a special issue of a refereed journal. k. Serve on a student thesis committee or dissertation committee completed during the evaluation period. l. Chair a student thesis committee, dissertation committee, or research project completed during the evaluation period.*** m. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities n. Other
FTE Category 2 (Tenured Faculty with Research FTE greater than or equal to .40)	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.	1. Have a coherent and sustained research agenda and adhere to ethical principles in the development, conduct and dissemination of research.

	2. Have a, and at least one of b or c:
	  a. Publish[+] one peer-reviewed journal article.[+]
	  b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
	  c. Submission of an internal or external grant or contract.
		2. Have a, and at least one of b, or c:
		  a. Publish two peer-reviewed journal articles or equivalent per evaluation period.[+]
		  b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
		  c. Submission or receipt and/or possession of an external grant or contract.
			2. Have a, and at least one of b or c:
			  a. Publish two peer-reviewed journal articles or equivalent per evaluation period.[+]
			  b. Active data collection/analysis in progress (with documentation; e.g., active IRB, Prisma).
			  c. Submission and/or the receipt and/or possession of an external grant or contract.

	3. Complete **two** of these items: a. Receipt of an internal grant. b. Present or have accepted for presentation, a paper at a state/national/international conference. c. Present invited research at other colleges, universities, or institutes. d. Publish or have accepted for publication, a book chapter e. Publish or have accepted for publication, a standardized test, App or other creative product** f. Receive recognition within the university or professional communities for excellence in research	3. Complete **four** of these items: a. Receipt of an internal grant. b. Present or have accepted for presentation, a paper at a national/international conference. c. Present invited research at other colleges, universities, or institutes. d. Publish or have accepted for publication, a book chapter e. Publish or have accepted for publication, a standardized test, App or other creative product** f. Receive recognition within the university or professional communities for excellence in research	3. Complete **six** of these items: a. Receipt of an internal grant. b. Present or have accepted for presentation, a paper at a national/international conference. c. Present invited research at other colleges, universities, or institutes. d. Publish or have accepted for publication, a book chapter e. Publish or have accepted for publication, a standardized test, App, or other creative product * f. Receive recognition within the university or professional communities for excellence in research

g. Publish or have a book accepted for publication** h. Serve on a national grant review panel. i. Edit conference proceedings. j. Edit a special issue of a refereed journal. k. Serve on a student thesis committee or dissertation committee completed during the evaluation period. l. Chair a student thesis committee, dissertation committee, or research project completed during the evaluation period.*** m. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities. n. Other	g. Publish or have a book accepted for publication** h. Serve on a national grant review panel. i. Edit conference proceedings. j. Edit a special issue of a refereed journal. k. Serve on a student thesis committee or dissertation committee completed during the evaluation period. l. Chair a student thesis committee, dissertation committee, or research project completed during the evaluation period.*** m. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities. n. Other	g. Publish or have a book accepted for publication** h. Serve on a national grant review panel. i. Edit conference proceedings. j. Edit a special issue of a refereed journal. k. Serve on a student thesis committee or dissertation committee completed during the evaluation period. l. Chair a student thesis committee, dissertation committee, or research project completed during the evaluation period.*** m. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities n. Other

** may count for 1, 2, or 3 activities depending on the contribution to the book, extent of the test (e.g. test battery) etc…with edited books receiving the least weight.
***counts as 2 activities

IV. CONDITIONAL
A **CONDITIONAL** rating in Research and Creative Activities results from failure of the faculty to meet all the standards for a SATISFACTORY (in cells 1, 2 and 3 above) but with some research in progress. Faculty who receive less than a Satisfactory rating in Research and Creative Activities over a one-year evaluation cycle may have their research assignment reduced if they are unable to improve their rating during the next evaluation period.

V. UNSATISFACTORY
An **UNSATISFACTORY** rating in Research and Creative Activities results from failure of the faculty to meet the all standards for a SATISFACTORY (in cells 1, 2 and 3 above) but with no research in progress. Faculty who receive an Unsatisfactory rating in Research and Creative Activities over a one-year evaluation cycle may have their research assignment reduced during the next evaluation period.

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+Additional Guidelines for Research Evaluations

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1. For tenure-earning faculty, peer-reviewed journal articles or equivalents over and above the number needed for the rating of OUTSTANDING in Research and Creative Activity in any given year may be carried forward and counted in the following year. However, an article or equivalent may not be counted in more than one year.

2. For tenured faculty, peer-reviewed journal articles or equivalents over and above the number needed for the rating of OUTSTANDING in any given year should be considered within a rolling three-year period. This practice allows credit for achievements during one year to be spread out over a three-year period. However, an article or equivalent may not be counted in more than one year.

SERVICE

The Director will evaluate the Service component of each faculty member's assignment and rate this performance using the evaluation scale shown in Table 1. Evaluation in the area of professional and community service will include a review of the service activities, recognition, and contributions that the faculty member makes to the University, College, School, profession, and local, state, regional, national and international communities. The evaluation process will include review of faculty documentation of service, including such evidence as brochures or programs identifying presentations and workshops; a description of committee activity (e. g., name of committee, role on and contribution to the committee); consultant reports or products; and, a description of substantial contribution to the effective functioning of a degree program. Consideration should be given to the time and effort required to meet professional and community service activities.

The criteria below indicate the requirements for each evaluation level in the area of Service:

	Satisfactory	**Above Satisfactory**	**Outstanding**
All Faculty	1. Regularly attend College and School meetings and Fall Kick-off Meeting/Retreat. 2. Attend a College Graduation Ceremony OR one other student-oriented event per year (e.g., graduate fair, NSSLHA or student led event, all graduate or undergraduate meeting). 3. Serve as member on one School, committee/task force.	1. Regularly attend College and School meetings and Fall Kick-off Meeting/Retreat. 2. Attend a College Graduation Ceremony OR one other student-oriented event per year (e.g., graduate fair, NSSLHA or student led event, all graduate or undergraduate meeting). 3. Serve as member on one School, committee/task force.	1. Regularly attend College and School meetings and Fall Kick-off Meeting/Retreat. 2. Attend a College Graduation Ceremony OR one other student-oriented event per year (e.g., graduate fair, NSSLHA or student led event, all graduate or undergraduate meeting). 3. Serve as member on one School, committee/task force.
	3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least **one (Tenure Earning and Tenured)** of the following: a. Serve as member on School, College, or University committee/task force. b. Chair a committee or task force at the School, College and/or University levels.	3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least **two (Tenure-Earning) and three (Tenured)** of the following: a. Serve as member on School, College, or University committee/task force. b. Chair a committee or task force at the School, College and/or University levels.	3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least **three (Tenure Earning) and five (Tenured)** of the following: a. Serve as member on School, College , or University committee/task force. b. Chair a committee or task force at the School, College and/or University levels.

c. Organize a University and/or community activity that impacts students, faculty, staff, and/or clients.*	c. Organize a University and/or community activity that impacts students, faculty, staff, and/or clients.*	c. Organize a University and/or community activity that impacts students, faculty, staff, and/or clients.*
d. Provide service to public schools, healthcare agencies, and or other higher education agencies.	d. Provide service to public schools, healthcare agencies, and or other higher education agencies.	d. Provide service to public schools, healthcare agencies, and or other higher education agencies.
e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.	e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.	e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.
f. Serve as editor of a professional journal.*	f. Serve as editor of a professional journal.*	f. Serve as editor of a professional journal*
g. Serve as member of an editorial board or reviewer of professional manuscripts or grants.*	g. Serve as member of an editorial board or reviewer of professional manuscripts or grants.*	g. Serve as member of an editorial board or reviewer of professional manuscripts or grants*
h. Assume leadership role in professional and/or community organizations impacting the professions and/or the people whom we serve.	h. Assume leadership role in professional and/or community organizations impacting the professions and/or the people whom we serve.	h. Assume leadership role in professional and/or community organizations impacting the professions and/or the people whom we serve.
i. Participate on accreditation site visit teams or review boards.	i. Participate on accreditation site visit teams or review boards.	i. Participate on accreditation site visit teams or review boards.
j. Participate in conference planning and presentations.	j. Participate in conference planning and presentations.	j. Participate in conference planning and presentations.
k. Participate in external reviews for faculty promotion and tenure.	k. Participate in external reviews for faculty promotion and tenure.	k. Participate in external reviews for faculty promotion and tenure.
l. Write at least 10 letters of recommendation for students applying to graduate school.	l. Write at least 10 letters of recommendation for students applying to graduate school.	l. Write at least 10 letters of recommendation for students applying to graduate school.
m. Other	m. Other	m. Other

* may count for 2-4 activities with additional documentation

IV. CONDITIONAL
A **CONDITIONAL** rating in Service results from failure of the faculty to meet all the standards for a SATISFACTORY (in cells 1, 2 and 3 above) but with evidence of service in at least one cell.

V. UNSATISFACTORY
An **UNSATISFACTORY** rating in Service results from failure of the faculty to meet the all standards for a SATISFACTORY (in cells 1, 2 and 3 above) but with no evidence of service.

OTHER DUTIES

The Chair will evaluate the Other Duties component of faculty members who have an assignment in this area and rate this performance using the evaluation scale shown in Table 1. In those cases where other duties are a significant part of evaluating a faculty member's performance, the faculty member in consultation with the Chair, will determine alternate weights and include them on the assignment form for all categories at the beginning of each academic year. Other university duties are occasionally assigned for special activities such as administrative duties or other special projects (e.g., Specialty Clinic Director, Program Director, Program Development Coordinator/Proposal Writer)

	Satisfactory	**Above Satisfactory**	**Outstanding**
All Faculty Assigned to Non Governance "Other" Duties	The performance of duties mutually agreed upon by the faculty member and the Director, involving work outside of the bounds covered under teaching, research and creative activity and service that meets the basic requirements of the particular activity.	The performance of duties mutually agreed upon by the faculty member and the Director, involving work outside of the bounds covered under teaching, research and creative activity and service that exceeds the basic requirements of the particular activity.	The performance of duties mutually agreed upon by the faculty member and the Director, involving work outside of the bounds covered under teaching, research and creative activity and service that far exceeds the basic requirements of the particular activity and is considered exemplary in nature.
All Faculty Assigned to Governance Duties	Participation in the governance of the School, college or university apart from committee work captured under "Service" (e.g. program coordination). The faculty member performs the basic tasks associated with the particular governance activity.	Participation in the governance of the School, college or university apart from committee work captured under "Service" (e.g. program coordination). Performance exceeds the basic requirements of the particular governance activity.	Participation in the governance of the School, college or university apart from committee work captured under "Service" (e.g. program coordination). Performance not only exceeds the basic requirements of the particular governance activity but is considered exemplary in nature.

IV. CONDITIONAL
A **CONDITIONAL** rating in Other Duties results from failure of the faculty to meet all the standards for a SATISFACTORY but with evidence of some accomplishments within Other Duties.

V. UNSATISFACTORY
 An **UNSATISFACTORY** rating in Other Duties results from failure of the faculty to meet the all standards for a SATISFACTORY but with no evidence of accomplishments in Other Duties.