



UCF

**School of Kinesiology  
and Physical Therapy**

UNIVERSITY OF CENTRAL FLORIDA

# Annual Evaluation Standards and Procedures for – Clinical Faculty

## **Annual Evaluation Standards and Procedures for Clinical Faculty**

The purpose of this document is to provide standards and procedures to evaluate the annual performance of clinical faculty in the School of Kinesiology and Physical Therapy (SKPT). For further information on the evaluation process, please refer to the BOT-UFF Collective Bargaining Agreement (CBA).

The criteria for promotion are separate and distinct from the criteria in this Annual Evaluation Standards and Procedures (AESP) document.

### **General Guidelines**

Faculty, as academic and clinical professionals, are expected to contribute to the orderly and effective functioning of the University of Central Florida, the College of Health Professions and Sciences (CHPS) and the SKPT. The specific duties and responsibilities included in written annual assignments from the director of the SKPT will be considered in evaluating faculty. While instructional activities, office hours, and other duties are responsibilities that require performance at a specific time and place, other non-scheduled activities may be appropriately performed in a manner and place determined by the faculty member, with the agreement of the director of the SKPT.

### **Evaluation Categories**

Faculty are evaluated by examining contributions, competence, and scholarship in three main categories: "Instructional Activities," "Research & Creative Activities," and "Service." An additional category of "Other Assigned Duties" may be used to assign responsibilities that do not fit the three main categories. These duties may include activities such as administration, clinical practice, and/or clinical supervision/teaching within a university / university-affiliated practice setting. All relevant areas are evaluated with consideration of the faculty member's rank and assignment.

### **Procedures**

The designated course load is determined by the director in consultation with the program coordinator and faculty member. Assignment of workload is consistent with Article 9 of the CBA and with all applicable university timelines for contract completion. As determined by the director, some faculty may also receive additional release time for responsibilities essential to the functioning of the School (e.g., Program Director, Program Coordinator, Director of Sports Science, etc.). At the close of the spring semester, and per UCF and CHPS policies, each faculty member will submit a faculty annual report and any required supporting documentation. The faculty annual report should accurately delineate the faculty member's accomplishments in each assigned category. The director will use this report, supporting documentation, and other information relevant to the AESP criteria in order to evaluate the faculty member.

Any deviation from the established criteria must be outlined in advance and in writing between the faculty member and school director (and on file with the faculty activity assignment of duties).

**Assessment of Performance**

The following recommendations are made to establish faculty productivity and effectiveness in their annual evaluations as required under the CBA as well as University regulations. Each faculty member will be given an overall performance assessment based on the ratings in the categories outlined above. Point value will be given based on the rating in each category (see Category and Overall Evaluation Scale table below).

The overall rating will be determined using a weighted formula that accounts for the rating and FTE assigned in each category and with consideration of assigned duties each semester (including summer when applicable). See examples 1 and 2.

An employee is required to receive a minimum rating of satisfactory in each area of assignment to receive an overall rating of satisfactory or above.

**Category and Overall Evaluation Scale**

Evaluation	Category Rating	Overall Rating
Outstanding	4.0	3.5 – 4.0
Above Satisfactory	3.0	3.0 – 3.49
Satisfactory	2.0	2.0 – 2.99
Conditional	1.0	1.0 – 1.99
Unsatisfactory	0	0 - .99

**Overall Rating Calculation:**

*Double-Click* to open in excel. Once open, then input FTE (yellow boxes) for each semester and the evaluation rating for each category (Blue Boxes). Overall Annual Rating will be calculated and placed in the Orange box.

	Instructional	Research & Creative	Service	Other	FTE		
SUMMER	0.35	0	0.05	0.1	0.5		
FALL	0.75	0	0.05	0.2	1		
SPRING	0.75	0	0.05	0.2	1		
Sum	1.85	0	0.15	0.5	2.5		
Weighted FTE	0.74	0	0.06	0.2	1		
Evaluation	3	0	3	4			
Weighted Rating	2.22	0	0.18	0.8	3.2	Overall Rating	

How Rating is Calculated in Excel:

1. FTE Total = [ ∑ Inst. + ∑ Res&Cre + ∑ Serv. + ∑ Other ]
2. Weighted FTE = ∑category ÷ FTE Total
3. Weighted Rating = Category Evaluation X Weighted FTE
4. Overall Rating = Weighted Rating for Inst. + Res. + Serv. + Other

Example above:

1. FTE Total = Inst(0.35 + 0.75 + 0.75) + Serv(0.05 + 0.05 + 0.05) + Other(0.1 + 0.2 + 0.2)
2. Weighted FTE= Inst (1.85÷2.5=0.74); Serv(0.15÷2.5=0.06); Other(0.5÷2.5=0.2)
3. Weighted Rating: Inst (3 X 0.74 = 2.22); Serv(3 X 0.06 = 0.18); Other (4 X 0.2 = 0.8)
4. Overall Rating: 2.22 + 0.18 + 0.8 = 3.2

**Example 1: Dr. Denton Fender (a tenure-earning faculty member or tenured faculty member with a typical research assignment) receives the following categorical ratings.**

	Instructional	Research & Creative	Service	Other	FTE		
SUMMER	0.75	0	0	0	0.75		
FALL	0.75	0.2	0.05	0	1		
SPRING	0.75	0.2	0.05	0	1		
Sum	2.25	0.4	0.1	0	2.75		
Weighted FTE	0.818181818	0.145454545	0.036364	0	1		
Evaluation	4	2	3	0			
Weighted Evaluation	3.272727273	0.290909091	0.109091	0	3.672727	Overall Rating	

**Example 2: Dr. Beau Aurcacy (a clinical faculty member with a lower than typical research assignment) receives the following categorical ratings.**

	Instructional	Research & Creative	Service	Other	FTE		
SUMMER	0.75	0	0.05	0.2	1		
FALL	0.75	0	0.05	0.2	1		
SPRING	0.75	0	0.05	0.2	1		
Sum	2.25	0	0.15	0.6	3		
Weighted FTE	0.75	0	0.05	0.2	1		
Evaluation	2	0	3	3			
Weighted Evaluation	1.5	0	0.15	0.6	2.25	Overall Rating	

### INSTRUCTIONAL ACTIVITIES EFFECTIVENESS

Evaluation in the category of “Instructional Activities” will include a review of the instructional activities that the faculty member has contributed to the university, the college, SKPT, and individual professional programs.

*Faculty may request special consideration should they experience an extenuating circumstance.* Extenuating circumstances may include, but are not limited to: a) 1<sup>st</sup>-time course delivery, b) multiple course preparations, c) last-minute course assignment, d) health condition, e) catastrophic occurrences, and/or f) substitution for other faculty.

#### **Evidence**

Evidence for “Instructional Activities” effectiveness is outlined below in minimal and universal expectations as well as specific criteria.

#### **Minimal Expectations:**

- Faculty will set class/activities for the entire semester as published in the university calendar including the final examination period unless the school director has approved a request to cancel a meeting during the final examination period in advance;
- Each course assigned to the faculty member must include and follow a syllabus that adheres to current university guidelines. Each faculty member must also provide an electronic version of the syllabus to the appropriate staff member in the school;
- Faculty will post and attend their required office hours according to current university, college, and school guidelines;
- Faculty will use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs;
- Faculty will cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas;
- Faculty will demonstrate the infusion of evidence-based practices into course materials and clinical experiences where appropriate;
- Faculty will use appropriate instructional techniques and evaluation and reporting formats;
- Faculty will evaluate student performance in a fair, equitable, and timely manner;
- Faculty will demonstrate current knowledge and expertise in assigned areas of teaching;
- Faculty will collaborate to support the implementation of the curriculum;
- Faculty will integrate appropriate technology in course presentation (e. g., online course enhancement);
- Faculty with clinical teaching/mentorship will comply with state and federal regulations, and use appropriate communication of student performance to academic program administration.

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**Universal Expectations according to rank and consistent with time in rank.**

<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Professor</b>
<ul style="list-style-type: none"> <li>• Serves as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations.</li> <li>• Mentors students in their development of clinical skills and reasoning.</li> <li>• An identified area of contemporary clinical expertise.</li> <li>• Maintain licensure in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations.</li> <li>• Mentors students in their development of clinical skills and reasoning</li> <li>• Mentor colleagues in their professional role development, clinical skills, and/or clinical teaching.</li> <li>• An identified area of contemporary clinical expertise.</li> <li>• Maintain licensure in the field.</li> <li>• Achieve/maintain advanced clinical competency</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations.</li> <li>• Mentors students in their development of clinical skills and reasoning</li> <li>• Mentor colleagues and faculty in their professional role development, clinical skills, and/or clinical teaching.</li> <li>• Established area of clinical expertise.</li> <li>• Maintain licensure in the field.</li> <li>• Achieve/maintain advanced certification or evidence of advanced clinical skillset, clinical competency</li> </ul>

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The following schema provides specific criteria for the evaluation of all faculty in the area of “Instructional Activities.”

Rating	Criteria	Instructional Activities, Mentoring, Awards
<b>Outstanding</b>	<p>To achieve an <b>OUTSTANDING</b> evaluation in “Instructional Activities,” faculty must meet all minimum expectations and universal expectations according to rank and must complete at least <b>5</b> instructional activities from the list.</p> <p><i>*At least 2, but no more than 3, are required from Category 1.</i></p>	<p><b><u>Category 1. Instruction Activity</u></b></p> <ul style="list-style-type: none"> <li>• Achieve “Good” to “Excellent” instructor evaluation ratings (SPI’s) from at least 75% of students who completed an evaluation in all of the courses taught annually.</li> <li>• Development of one new course</li> <li>• Make major revisions in an existing course</li> <li>• Leading or Co-Leading the development of a new program or make curricular revisions in an existing program</li> <li>• Contribute to the development of a study abroad or service-learning course</li> <li>• Develop and integrate innovative teaching strategies or technologies that enhance curriculum and/or instruction</li> <li>• Seek feedback on teaching effectiveness (e.g., FCTL or other peer evaluation) that demonstrates excellence</li> <li>• Obtain High Impact Practices course designation by FCTL (Integrative Experience Courses; Research Intensive Courses; Service Learning).</li> <li>• Obtain Quality and High-Quality designation by FCTL for Mix Mode and Online Courses.</li> </ul> <p><b><u>Category 2. Mentoring</u></b></p> <ul style="list-style-type: none"> <li>• Member of a student thesis/capstone committee or dissertation committee (may be counted in successive years for the same student)</li> <li>• Chair a student thesis/capstone committee or dissertation committee (may be counted in successive years for the same student; may be counted more than once for different students in the same year)</li> <li>• Serve on a student project (e.g., FIRE, Lead Scholars, directed independent study, independent research course)</li> <li>• Mentorship of a student project that results in a publication or conference presentation (can be counted when accepted or published/presented, but may not count in more than more annual reporting cycle)</li> <li>• Produce a manual, guide, newsletter article or other materials for faculty members regarding the curriculum or instructional methods</li> <li>• Lead or provide significant contributions towards and extracurricular student activity (e.g., interprofessional education, study abroad)</li> </ul> <p><b><u>Category 3. Other</u></b></p> <ul style="list-style-type: none"> <li>• Produce a textbook related to the faculty member’s area of teaching (Note: publication of an entire textbook will count as two Instructional Activities and cannot be counted again under Research &amp; Creative Activities)</li> <li>• Produce a publication (e.g., journal article, book chapter) related to the faculty member’s area of teaching (Note: if a publication is counted here, it will not count again under Research &amp; Creative Activities)</li> <li>• Received a grant or other funding that advances the teaching mission of the program and/or School</li> <li>• Receive a teaching award from the college, university, or professional organization (e.g., Teaching Incentive Program or Scholarship of Teaching and Learning Award)</li> <li>• Earn a certification in a content area (enhances the ability to teach)</li> <li>• Documented attendance at FCTL programming activities.</li> <li>• Serve as a guest speaker for another faculty member’s course to provide expertise/enhance student learning</li> </ul>
<b>Above Satisfactory</b>	<p>To achieve an <b>ABOVE SATISFACTORY</b> evaluation in “Instructional Activities” faculty must meet all minimum expectations and universal expectations according to rank and must complete at least <b>4</b> instructional activities from the list</p> <p><i>*At least 1 required from Category 1</i></p>	
<b>Satisfactory</b>	<p>To achieve a <b>SATISFACTORY</b> evaluation in “Instructional Activities” faculty must meet all minimum expectations and universal expectations according to rank and must complete at least <b>3</b> instructional activities from the list</p> <p><i>*3 from any Category is required</i></p>	
<b>Conditional</b>	<p>An evaluation of <b>CONDITIONAL</b> in “Instructional Activities” will be assigned if s/he fails to achieve satisfactory.</p>	

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<b>Unsatisfactory</b>	The faculty member will receive an <b>UNSATISFACTORY</b> rating upon their second consecutive <b>CONDITIONAL</b> rating and/or if poor performance in this area has resulted in discipline or counseling.	

**RESEARCH & CREATIVE ACTIVITIES EFFECTIVENESS**

Evaluation in the category of “Research & Creative Activities” will include a review of the scholarly activities that the faculty member has contributed to the university, the college, SKPT, and the individual professional programs. (Note: The FTE for Research and Creative Activities must average (across all contracted semesters) to .05 or greater to be considered in the evaluation process).

**Evidence**

Evidence for “Research & Creative Activities” effectiveness is provided through a review of the faculty's annual report. The director will validate the accuracy of the information submitted, but it is the faculty member’s responsibility to include all relevant activities.

Note of acceptance may be reported and credited towards the annual evaluation. However, each item may only be counted once (either when accepted or published/presented, but not both). When possible papers, book chapters, books, and presentations should be reported in the year, they are published/presented with complete citations so that they may be considered and cited in the school annual report for the college and possible publicity.

Submission of a competitive grant may take the place of a publication in a given year.

**Minimal Expectations according to rank and consistent with time in rank.**

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> <li>• An identified area of contemporary clinical expertise that aligns with a scholarly agenda.</li> <li>• Maintain licensure in the field.</li> <li>• At least two of the following three:                             <ul style="list-style-type: none"> <li>○ Submission of at least one scholarly product for publication.</li> <li>○ At least one presentation at a local, regional, national or international meeting.</li> <li>○ Submission of a competitive grant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An identified area of contemporary clinical expertise that aligns with a scholarly agenda.</li> <li>• Maintain licensure in the field.</li> <li>• Achieve/maintain advanced certification or evidence of advanced clinical skillset and clinical competency</li> <li>• At least two of the following three:                             <ul style="list-style-type: none"> <li>○ Submission of at least one scholarly product for peer-reviewed publication.</li> <li>○ At least one peer-reviewed presentation at a local, regional, national or international meeting.</li> <li>○ Submission of a competitive grant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An identified area of contemporary clinical expertise that aligns with a scholarly agenda.</li> <li>• Maintain licensure in the field.</li> <li>• Achieve/maintain advanced certification or evidence of advanced clinical skillset. Clinical competency Mentors students and faculty.</li> <li>• At least two of the following three:                             <ul style="list-style-type: none"> <li>○ Submission of at least one scholarly product for peer-reviewed publication.</li> <li>○ At least one peer-reviewed presentation at a local, regional, national or international meeting.</li> <li>○ Submission of a competitive grant</li> </ul> </li> </ul>

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The following schema provides specific criteria for the evaluation of all faculty in the area of “Research & Creative Activities.”

Rating	Criteria	Research and Creative Activities
<b>Outstanding</b>	To achieve an <b>OUTSTANDING</b> evaluation in “Research & Creative Activities,” the faculty member must complete all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); have <b>ONE</b> manuscript accepted/published in a peer-reviewed publication and complete at least <b>TWO</b> additional research and creative activities from the list.	<p><b>Note:</b> Faculty may use an activity more than once (e.g., two peer-reviewed publications)</p> <ul style="list-style-type: none"> <li>• Accepted peer-reviewed or invited presentation/poster at a conference</li> <li>• Manuscript accepted in a peer-reviewed publication</li> <li>• Co-author Manuscript accepted in a peer-reviewed publication</li> <li>• Author textbook chapter</li> <li>• Author textbook (may be counted as two activities if it is a 1<sup>st</sup> edition original textbook)</li> <li>• Published revision of a textbook (e.g., 2<sup>nd</sup> edition)</li> <li>• Writes a grant proposal for research or clinical project</li> <li>• Receives grant funding for research or clinical project</li> <li>• Receives awards for research (internal or external)</li> <li>• Authors monograph or editorial</li> <li>• State, local or regional peer-reviewed or invited presentation. (primary or co-author with student or partnership with external institutions)</li> <li>• National or international peer-reviewed or invited presentation (primary or co-author with student or partnership with external institutions)</li> </ul>
<b>Above Satisfactory</b>	To achieve an <b>ABOVE SATISFACTORY</b> evaluation in “Research & Creative Activities,” faculty must complete all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); have a peer-reviewed manuscript submitted, and complete at least <b>ONE</b> additional research and creative activities from the list.	
<b>Satisfactory</b>	To achieve a <b>SATISFACTORY</b> evaluation in “Research & Creative Activities,” faculty must provide documented <u>effort toward</u> (e.g., IRB proposal, a publication under review) at least <b>TWO</b> research and creative activities from the list.	
<b>Conditional</b>	A faculty member will receive a <b>CONDITIONAL</b> evaluation in “Research & Creative Activities” if s/he fails to achieve satisfactory.	

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<b>Unsatisfactory</b>	The faculty member will receive an <b>UNSATISFACTORY</b> rating upon their second consecutive <b>CONDITIONAL</b> rating and/or if poor performance in this area has resulted in discipline or counseling.	
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**SERVICE EFFECTIVENESS**

Evaluation in the category of “Service” will include a review of the service activities that the faculty member has contributed to the college, SKPT, the profession, and local, state, regional, national, and international communities.

An administrative assignment in the SKPT, college, or university is not viewed as a part of the service responsibility. Such assignments will be evaluated under the category of “Other Assigned Duties.”

**Evidence**

Evidence for “Service” effectiveness is provided through a review of the faculty's annual report. The director will validate the accuracy of the information submitted, but it is the faculty member’s responsibility to include all relevant service activities. The faculty member is responsible for including a description of the activity as well as their role and volume of contribution.

Typically, consultations or other activities for which the faculty member receives payment will not usually be counted toward productivity in this area. Moreover, such activities may require “Possible Conflict of Interest” reporting.

**Minimum Expectations:**

- Attend program/division and SKPT meetings regularly; Attend any meetings or events (ex. All College Meeting) as mandated by their program director, director or CHIPS/UCF administration, unless permission is obtained in advance; be an active member of at least one school, college or university level committee/task; attendance at least one graduation ceremony per year is expected
- If a faculty member has a clinical practice assignment, there must be evidence of satisfactory performance from the administrator at that site.

**Minimum Expectations according to rank and consistent with time in rank**

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> <li>• Committee or task participation on at least two of the following levels:                             <ul style="list-style-type: none"> <li>○ the program, school, college, university, professional level.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Committee or task participation on at least two of the following levels:                             <ul style="list-style-type: none"> <li>○ the program, school, college, university, professional level.</li> </ul> </li> <li>• Committee or task force to faculty member’s professional organization or component</li> <li>• Mentors colleagues and students in their professional role development.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee or task participation on at least two of the following levels:                             <ul style="list-style-type: none"> <li>○ the program, school, college, university, professional level.</li> </ul> </li> <li>• Committee or task force to professional organization or component</li> <li>• Mentors colleagues and students in their professional role development.</li> </ul>

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The following schema provides specific criteria for the evaluation of all faculty in the area of “Service.”

Rating	Criteria	Service Activities
<b>Outstanding</b>	To achieve an <b>OUTSTANDING</b> evaluation in the area of “Service” faculty meet all minimum expectations according to rank and time in rank (outlined above); and readily respond to the service needs of the university, the profession, and the community by engaging in at least <b>THREE</b> additional service activities.	<p><b>Service to University/ College/ School</b></p> <ul style="list-style-type: none"> <li>• Serve as a member on a program, school, college, or university committee/task force</li> <li>• Chair a committee or task force at the program, school, college and/or university levels</li> <li>• Provide leadership to a university and/or community activity that impacts students, faculty, staff, and/or clients</li> <li>• Participate in external reviews for faculty promotion and tenure</li> </ul> <p><b>Service to Professional Organizations: State, National, and International</b></p> <ul style="list-style-type: none"> <li>• Hold a leadership position in a professional organization at the state, regional or national level</li> <li>• Provide professionally related talks or speeches to local, regional, or national/international groups or organizations</li> </ul> <p><b>Service to Community: School, Institution or Agency</b></p> <ul style="list-style-type: none"> <li>• Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies</li> <li>• Assume a leadership role in professional and/or community organizations impacting the professions and/or the people whom we serve</li> </ul> <p><b>Editorial work</b></p> <ul style="list-style-type: none"> <li>• Review grant proposals</li> <li>• Review abstracts for a conference</li> <li>• Serves as track/session chair at a conference</li> <li>• Review journal articles or textbook/chapter</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Hold a leadership position for an organizational activity or student organization liaison;</li> <li>• Participate on accreditation site visit teams or review boards</li> <li>• Participate in conference planning and presentations</li> <li>• Other criteria determined by faculty and director in advance</li> </ul>
<b>Above Satisfactory</b>	To achieve an <b>ABOVE SATISFACTORY</b> in the area of “Service” faculty must meet all minimum expectations according to rank and time in rank (outlined above); and readily respond to the service needs of the university, the profession, and the community by engaging in at least <b>TWO</b> additional service activities.	
<b>Satisfactory</b>	To achieve a <b>SATISFACTORY</b> in the area of “Service,” faculty must meet all minimum expectations according to rank and time in rank (outlined above) and readily respond to the service needs of the university, the profession, and the community by engaging in at least <b>ONE</b> additional service activity.	
<b>Conditional</b>	A <b>CONDITIONAL</b> evaluation in the area of “Service” is assigned if s/he fails to achieve satisfactory.	
<b>Unsatisfactory</b>	The faculty member will receive an <b>UNSATISFACTORY</b> rating upon their second consecutive <b>CONDITIONAL</b> rating and/or if poor performance in this area has resulted in discipline or counseling.	

**OTHER ASSIGNED DUTIES**

Assignment of “Other Assigned Duties” (e.g., Program Director / Coordinator, Director /Coordinator of Clinical Education) will be made when the annual assignment is created. Faculty may also be assigned other forms of administrative responsibilities (special projects) or clinical practice roles (patient care, student mentorship, etc.). The FTE allotted for these duties should be commensurate with the time necessary to efficiently and successfully perform the tasks.

The faculty member will be provided with a description of the duties and expectations when the annual assignment is made. In the case of a faculty member whose title includes an administrative role, the duties and expectations are outlined in the position description and were accepted upon hire.

The following schema provides specific criteria for the evaluation of all faculty in the area of “Other Assigned Duties.”

Rating	Criteria	Other Assigned Duties Activities
<b>Outstanding</b>	To achieve an evaluation of <b>OUTSTANDING</b> , the faculty member must complete the assignments in the position description in timely and thorough, manner, take a leadership position in ensuring program/practice quality to meet standards of the university and accrediting agency, recognize and work with community representatives to meet community needs, and fulfill student needs while representing the entity and its needs accurately to the school director. The assigned duties are carried out in a manner that requires almost no intervention by the school director and with evidence of excellence.	Additional quality indicators may be outlined in advance between the faculty member, the program director, and the school director.  Examples of duties include but are not limited to: <ul style="list-style-type: none"> <li>• Program Director or Program Coordinator</li> <li>• Director of Clinical Education or Clinical Education Coordinator</li> <li>• Director of Wellness Research Center</li> <li>• Coordination of a continuing education or training event</li> <li>• Coordination of IPE, simulation, or similar academic endeavor</li> <li>• Coordination of diversity, international, or global activity</li> </ul>
<b>Above Satisfactory</b>	To achieve an evaluation of <b>ABOVE SATISFACTORY</b> , the faculty member must complete the assignments in the position description in a timely and thorough manner, maintaining program/practice integrity and quality to the university and accrediting agency and graduating students successfully, in a manner that requires little intervention by the school director in the administration of the program/practice.	Residency program examples: <ul style="list-style-type: none"> <li>• Complete and submit an annual continuous improvement report to the professional organization’s residency and fellowship board</li> <li>• Renews accreditation of the residency or fellowship program</li> <li>• Involve residency or fellowship program in the development of a professional organization’s knowledge translation task force or committees</li> <li>• Develop or update a residency or fellowship program or curriculum reflective of changes in the Description of Specialty, Residency or Fellowship Practice and current knowledge translation in the area of specialty practice.</li> </ul>
<b>Satisfactory</b>	To achieve an evaluation of <b>SATISFACTORY</b> , the faculty member must adequately complete the assignments in the position description during the period of evaluation in a manner that does not place the program at risk of negative actions with university or accreditation standards or requires intervention by the school director in the administration of the program/practice.	Outreach program examples: <ul style="list-style-type: none"> <li>• Develop a new outreach program in the community</li> <li>• Maintain fiscally sound practices for the outreach program</li> <li>• Coordinates or maintains an active involvement in an outreach program throughout the school year.</li> </ul>

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<b>Conditional</b>	A faculty member who fails to meet the standards of a <b>SATISFACTORY</b> rating, and/or places the program or project at risk will be given a <b>CONDITIONAL</b> rating.	<ul style="list-style-type: none"> <li>• Integrates program activities with unit objectives/mission</li> <li>• Assesses outcomes</li> <li>• Participates in quality improvement</li> </ul>
<b>Unsatisfactory</b>	A faculty member who fails to earn <b>CONDITIONAL</b> or above for two consecutive evaluation periods and/or if poor performance in this area has resulted in discipline or counseling will receive an evaluation of <b>UNSATISFACTORY</b> and may have their responsibilities (e.g., for program direction) removed.	<p>Clinical education examples:</p> <ul style="list-style-type: none"> <li>• Maintains affiliation with clinical sites, healthcare organizations, and hospital systems for student placements and ensure their effectiveness as clinical instructors/sites</li> <li>• Develop new affiliations with clinical sites, healthcare organizations, and hospital systems for student placements</li> </ul>