

Annual Evaluation Standards and Procedures

Department of Communication Sciences and Disorders
University of Central Florida

For first use in the 2013-2014 academic year

Annual Evaluation Standards and Procedures

Purpose

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

General Guidelines

Faculty, as academic and clinical professionals, are expected to contribute to the effective functioning of the University of Central Florida, the College of Health and Public Affairs, and the Department of Communication Sciences and Disorders. Basic to this effective functioning is the creation and maintenance of professional relationships, the demonstration of due respect for the beliefs and opinions of others, the avoidance of exploitation and harassment, and the maintenance of currency in and contribution to the discipline 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 Chair, will be considered in evaluating faculty for merit raises and toward promotion and tenure. 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 performed appropriately in a manner and place determined by the faculty member, with the agreement of the Chair. When formulating goals, faculty should consider their rank and FTE assignment(s) and state their goals in objective, behavioral, and measurable terms.

Each year the Chair and faculty will engage in a faculty evaluation process. Throughout the process it is important for faculty members to demonstrate their achievement of goals through various means. Faculty members are 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 Chair's responsibility to evaluate the total contribution that a faculty member makes to the Department, the College, and the University and to consider that contribution in the context of the Department's mission.

Procedures

The following is the process for annual faculty evaluation in the Department of Communication Sciences and Disorders.

1. At the close of the academic year, each faculty member will develop an annual work plan for the coming academic year. At that time, the Chair 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 duties, and 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). Faculty in clinical education, as part of their assignment, may reflect in their annual review the unique characteristics of their activities. Finally, goals shall be stated in

objective, behavioral, and measurable terms. It is the Chair’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 (e. g., student papers; examination formats; class projects; syllabi; journal manuscripts; grant proposals; book reviews; and, documentation of community, professional and university service) that supports the attainment of each goal. Evidence may be used to develop a portfolio that is shared and discussed with the Chair at the end-of-year conference. It is the faculty member’s responsibility to gather this evidence and to schedule a conversation with the Chair regarding the evidence.
3. At midyear, faculty members may schedule a conversation with the Chair to discuss their progress toward meeting annual goals. All revisions in the annual plan may only be completed with the permission of the Chair.
4. The Chair 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 to the Department Chair an Annual Activity Report by the prescribed deadline. The Annual Activity Report 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 as well as evidence that supports attainment of those goals. During the performance evaluation, the Chair 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 Chair in light of the assigned workload, and specified in the annual plan.
6. After receipt of the Annual Activity Report, the Department Chair 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 Department 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. The responsibility for determining the level at which the faculty member has performed in each assigned area rests with the Chair. These levels include: Outstanding, Above Satisfactory, Satisfactory, Conditional, and Unsatisfactory. A numerical score will be assigned to each category assignment (e.g., teaching, research, service, other duties). The numerical score for Outstanding will be 4, for Above Satisfactory 3, for Satisfactory 2, for Conditional 1, and for Unsatisfactory 0 (See Table 1).

Table 1. Formula for Evaluation Rating

<i>Evaluation Level</i>	<i>Evaluation Rating of Categories</i>	<i>Range for Overall Rating</i>
Outstanding	4.00	3.51 – 4.00
Above Satisfactory	3.50	3.01 – 3.50
Satisfactory	3.00	2.51 – 3.00
Conditional	2.50	2.01 – 2.50
Unsatisfactory	2.00	0.0 – .49

7. The scores for each rating will then be multiplied by the FTE assigned to that category and the total score will be calculated for each faculty member. The overall rating is a weighted average of the points earned across teaching, research, and service activities (and other activities, if applicable). Overall ratings of 3.51 to 4.0 represent Outstanding, 3.01 to 3.50 represent Above Satisfactory, 2.51 to 3.00 represent Satisfactory performance, 2.01 to 2.50 represent Conditional performance, and 0.49 and below indicate Unsatisfactory performance. Examples of outstanding overall ratings are shown below.

Example 1: Tenure-earning research faculty

Category	Evaluation	Points	FTE	Overall Rating (Points * FTE)
Teaching	Above Satisfactory	3.5	.40	1.40
Research	Outstanding	4.0	.50	2.00
Service	Outstanding	4.0	.10	0.40
				3.80

Example 2: Tenured research faculty

Category	Evaluation	Points	FTE	Overall Rating (Points * FTE)
Teaching	Outstanding	4.0	.60	2.40
Research	Above Satisfactory	3.5	.30	1.05
Service	Outstanding	4.0	.10	0.40
				3.85

Example 3: Instructor

Category	Evaluation	Points	FTE	Overall Rating (Points * FTE)
Teaching	Outstanding	4.0	.90	3.60
Research	NA			
Service	Above Satisfactory	3.5	.10	0.35
				3.95

TEACHING

The Chair 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 Department of Communication Sciences and Disorders, and the professions of speech-language pathology and audiology. The Chair's evaluation needs to be reflective of the materials submitted in the evaluation process by the faculty. The Chair'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 syllabus
 - Examples of students work
 - Examples of lectures, seminar-facilitation notes, or web-based/CD-ROM based 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.	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.	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.

	<p>c. In no case will adverse performance determinations be reached based on SPIs if fewer than 33% of students enrolled in each course at the end of the semester completed the evaluation.</p> <p>d. More complete alternative documentation of good to excellent performance may be utilized.</p>	<p>c. In no case will adverse performance determinations be reached based on SPIs if fewer than 33% of students enrolled at the end of the semester completed the evaluation.</p> <p>d. More complete alternative documentation of good to excellent performance may be utilized.</p>	<p>c. In no case will adverse performance determinations be reached based on SPIs if fewer than 33% of students enrolled at the end of the semester completed the evaluation.</p> <p>d. More complete alternative documentation of good to excellent performance may be utilized.</p>
	<p>3. Complete all of these items:</p> <p>a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.</p> <p>b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.</p> <p>c. Integrate information on evidence-based practices into all disorders courses and clinical practice.</p> <p>d. Use appropriate instructional techniques and evaluation and reporting formats.</p> <p>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.</p> <p>f. Evaluate student's performance in a fair, equitable, and timely manner.</p> <p>g. Demonstrate current knowledge and expertise in assigned areas of teaching.</p> <p>h. Collaborate with course faculty to support the implementation of the curriculum.</p> <p>i. Integrate appropriate technology in course presentation (e.g., class e-mail, webcourse enhancement, videotapes, other technological tools).</p>	<p>3. Complete all of these items:</p> <p>a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.</p> <p>b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.</p> <p>c. Integrate information on evidence-based practices into all disorders courses and clinical practice.</p> <p>d. Use appropriate instructional techniques and evaluation and reporting formats.</p> <p>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.</p> <p>f. Evaluate student's performance in a fair, equitable, and timely manner.</p> <p>g. Demonstrate current knowledge and expertise in assigned areas of teaching.</p> <p>h. Collaborate with course faculty to support the implementation of the curriculum.</p> <p>i. Integrate appropriate technology in course presentation (e.g., class e-mail, webcourse enhancement, videotapes, other technological tools).</p>	<p>3. Complete all of these items:</p> <p>a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.</p> <p>b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.</p> <p>c. Integrate information on evidence-based practices into all disorders courses and clinical practice.</p> <p>d. Use appropriate instructional techniques and evaluation and reporting formats.</p> <p>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.</p> <p>f. Evaluate student's performance in a fair, equitable, and timely manner.</p> <p>g. Demonstrate current knowledge and expertise in assigned areas of teaching.</p> <p>h. Collaborate with course faculty to support the implementation of the curriculum.</p> <p>i. Integrate appropriate technology in course presentation (e.g., class e-mail, webcourse enhancement, videotapes, other technological tools).</p>

	<ul style="list-style-type: none"> 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 Department Chair. 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. 	<ul style="list-style-type: none"> 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 Department Chair. 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. 	<ul style="list-style-type: none"> 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 Department Chair. 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.
		<ul style="list-style-type: none"> 4. Complete at least two of the following: <ul style="list-style-type: none"> a. Serve on a student thesis committee or dissertation committee completed during the evaluation period. b. Chair student thesis committee, dissertation committee, or research project completed 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 Department curriculum process. f. Demonstrate the infusion of evidence-based practices into course materials and clinical experiences. g. Mentor graduate teaching assistants, adjuncts, or colleagues in the teaching process. h. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations. i. Receive recognition for teaching expertise from the university or professional communities. 	<ul style="list-style-type: none"> 4. Complete at least three of the following: <ul style="list-style-type: none"> a. Serve on a student thesis committee or dissertation committee completed during the evaluation period. b. Chair student thesis committee, dissertation committee, or research project completed 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 Department curriculum process f. Demonstrate the infusion of evidence-based practices into course materials and clinical experiences. g. Mentor graduate teaching assistants, adjuncts, or colleagues in the teaching process. h. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations. i. Receive recognition for teaching expertise from the university or professional communities.

		<ul style="list-style-type: none"> j. Organize or conduct professional development activities (e.g., conferences, workshops) k. Submit and receive grants or other funding that advances the Department’s teaching mission. l. Direct an independent study. m. Teach any course that exceeds 60 students at the undergraduate level (will count for each course that meets this criterion). n. Teach a course that exceeds 35 students at the Master’s degree level (will count for each course that meets this criterion). o. Receive Student Perception of Instruction ratings that exceed the College average. p. Other; e.g. teaching different courses versus multiple sections of the same course. 	<ul style="list-style-type: none"> j. Organize or conduct professional development activities (e.g., conferences, workshops) k. Submit and receive grants or other funding that advances the Department’s teaching mission. l. Direct an independent study. m. Teach any course that exceeds 60 students at the undergraduate level (will count for each course that meets this criterion). n. Teach a course that exceeds 35 students at the Master’s degree level (will count for each course that meets this criterion). o. Receive Student Perception of Instruction ratings that exceed the College average. p. Other; e.g. teaching different courses versus multiple sections of the same course.
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* counts as 2 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 11 of the 12 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 12 essential standards for a **SATISFACTORY** rating.

RESEARCH AND CREATIVE ACTIVITY

The Chair 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 peer-reviewed journal article or grant in progress or research protocol approved by IRB with data collection in progress. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)	2. Publish two peer-reviewed journal articles or equivalent per evaluation period. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)	2. Publish two peer-reviewed journal articles or equivalent per evaluation period. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)
	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 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.	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 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.	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 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.

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Research Active (18 hrs. teaching/year excluding summer)	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 peer-reviewed journal article or grant in progress or research protocol approved by IRB with data collection in progress. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)	2. Publish or demonstrate acceptance of at least one peer-reviewed journal article. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)	2. Publish or demonstrate acceptance of at least one peer-reviewed journal article. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)
	3. Complete one of these items: <ul style="list-style-type: none"> 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 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: <ul style="list-style-type: none"> 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 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: <ul style="list-style-type: none"> 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 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.

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Research Intensive (up to 18 hrs. teaching/year excluding summer)	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 peer-reviewed journal article or grant in progress or research protocol approved by IRB with data collection in progress. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)	2. Publish or demonstrate acceptance of two peer-reviewed journal articles. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)	2. Publish or demonstrate acceptance of two peer-reviewed journal articles. (Submission and/or the receipt of a major, external grant or contract may take the place of a journal article in a given year.)
	3. Complete one of these items: <ul style="list-style-type: none"> 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 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** 	3. Complete two of these items: <ul style="list-style-type: none"> 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 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** 	3. Complete three of these items: <ul style="list-style-type: none"> 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 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**

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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* may count for 1, 2, or 3 activities depending on the size and competitive nature of the award

** may count for 1, 2, or 3 activities depending on the contribution to the book, 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.

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 less than a Satisfactory rating in Research and Creative Activities over a two-year evaluation cycle may have their research assignment reduced if they are unable to improve their rating during the next evaluation period.

Additional Guidelines for Research Evaluations

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 Chair 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, Department, 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, number of meetings attended, 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 Departmental meetings and retreats.	1. Regularly attend College and Departmental meetings and retreats.	1. Regularly attend College and Departmental meetings and retreats.
	2. Attend College and Departmental functions, such as Family Day, or the College Graduation Ceremony at least once a year.	2. Attend College and Departmental functions, such as Family Day, or the College Graduation Ceremony at least once a year.	2. Attend College and Departmental functions, such as Family Day, , or the College Graduation Ceremony at least once a year.
	3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least one of the following: <ol style="list-style-type: none"> a. Serve as member on Department, COHPA, or University committee/task force. b. Chair a committee or task force at the Department, College and/or University levels. c. Provide leadership to a University and/or community activity that impacts students, faculty, staff, and/or clients. d. Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies. 	3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least two of the following: <ol style="list-style-type: none"> a. Serve as member on Department, COHPA, or University committee/task force. b. Chair a committee or task force at the Department, College and/or University levels. c. Provide leadership to a University and/or community activity that impacts students, faculty, staff, and/or clients. d. Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies. 	3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least three of the following: <ol style="list-style-type: none"> a. Serve as member on Department, COHPA, or University committee/task force. b. Chair a committee or task force at the Department, College and/or University levels. c. Provide leadership to a University and/or community activity that impacts students, faculty, staff, and/or clients. d. Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies.

	<ul style="list-style-type: none"> e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations. f. Serve as editor of a professional journal 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. i. Participate on accreditation site visit teams or review boards. j. Participate in conference planning and presentations. k. Participate in external reviews for faculty promotion and tenure. l. Write at least 10 letters of recommendation for students applying to graduate school. m. Other 	<ul style="list-style-type: none"> e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations. f. Serve as editor of a professional journal 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. i. Participate on accreditation site visit teams or review boards. j. Participate in conference planning and presentations. k. Participate in external reviews for faculty promotion and tenure. l. Write at least 10 letters of recommendation for students applying to graduate school. m. Other 	<ul style="list-style-type: none"> e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations. f. Serve as editor of a professional journal 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. i. Participate on accreditation site visit teams or review boards. j. Participate in conference planning and presentations. k. Participate in external reviews for faculty promotion and tenure. l. Write at least 10 letters of recommendation for students applying to graduate school. m. Other
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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.

	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 Chair, 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 Chair, 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 Chair, 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 department, 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 department, 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 department, 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.