

University of Central Florida
College of Education
Department of Child Family and Community Sciences
Annual Faculty Evaluation Standards and Procedures¹

The purpose of this document is to provide standards and procedures to evaluate the annual performance of faculty members in the Department of Child, Family and Community Sciences, including tenured faculty members, tenure-earning faculty members, instructors, and visiting faculty members.

General Guidelines

Faculty members are expected to contribute to the orderly and effective functioning of the University of Central Florida, the College of Education for satisfactory performance, all faculty members are expected to create and maintain collegial relationships, show due respect for the beliefs and opinions of others, refrain from exploitation and harassment, maintain currency in and contribute to their appropriate discipline. Performance of these professional responsibilities, as well as the specific duties and responsibilities included in written annual assignments from the Department Chair of the Department of Child, Family and Community Sciences will be considered in evaluating faculty members. 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 Department Chair of the Department of Child, Family and Community Sciences. Additionally, when formulating one's goals, one is expected to consider one's rank and FTE assignment(s) and to state their goals in objective, behavioral and measurable terms.

Faculty members are evaluated by examining contributions, competence, and scholarship in teaching, research and service within and beyond the University. All relevant areas are considered in the evaluation including consideration of the faculty member's rank, academic assignment, and personal goals as delineated in the faculty member's annual plan.

Procedures

Each faculty member will develop an annual plan reflecting expected performance in the areas of teaching, research, service and other areas as applicable. Goals should reflect performance at or above that expected for their academic rank as described in the accompanying Department of Child, Family and Community Sciences document. The Department Chair of the Department of Child, Family and Community Sciences recognizes a responsibility to provide adequate assignment time for faculty members to achieve distinction in the goals identified in their annual plans.

At the beginning of the calendar year, faculty members will negotiate with the Department Chair the percentage of their workload assigned to each of the areas of teaching, research, service, and other areas as applicable. Depending on other assignments, such as a grant getting funded, some faculty members may need to negotiate workload assignments each semester.

All faculty members shall have goals for accomplishments in all designated evaluation areas **unless** their academic assignment does not include an area. At the end of the calendar year, the annual faculty evaluation will be based on achievements of goals specified in the faculty member's annual plan and the exemplars in the accompanying document.

¹

Exemplars of performance

The exemplars in this document are possible activities that could be used to demonstrate that the standards have been met. It is not expected that all faculty members will do all activities listed but activities should be appropriate for each faculty member's rank. Exemplars used to support standards *may be drawn from a higher rank*.

Visiting faculty members will be assigned a set of expectations corresponding to a rank level commensurate with the hiring expectations as agreed between the Department Chair and visiting faculty member.

Note: Adapted from guidelines promulgated by the Department of Communication Sciences and Disorders and the Department of Nursing (January 2006) the Department of Health Professions (February 2006) and the Department of Education Studies at the University of Central Florida.

OVERALL

TENURE-EARNING FACULTY MEMBERS (three course load: .75 FTE teaching, .20 FTE research and .05 FTE service)

- I. OUTSTANDING:** Outstanding in Teaching and Research and at least Above Satisfactory in Service.
- II. ABOVE SATISFACTORY:** Outstanding in either Teaching or Research, but not both and at least Satisfactory in Service; Above Satisfactory in both Teaching and Research and at least Satisfactory in Service.
- III. SATISFACTORY:** No Outstandings. No Conditionals or Unsatisfactories. Above Satisfactory in either Teaching or Research, but not both. At least Satisfactory in Service.
- IV. CONDITIONAL:** At least Conditional in Teaching, Research and Service
- V. UNSATISFACTORY:** Unsatisfactory in Teaching, and at least Unsatisfactory in Research and Service

NON-TENURE EARNING FACULTY MEMBERS (four course load: .90 FTE teaching, .05 FTE research and .05 FTE service)

- I. OUTSTANDING:** Outstanding in Teaching and at least Satisfactory in Research and at least Above Satisfactory in Service
- II. ABOVE SATISFACTORY:** Above Satisfactory in Teaching with at least Satisfactory in Research and Service.
- III. SATISFACTORY:** Satisfactory in Teaching, Research and Service.
- IV. CONDITIONAL:** Conditional in Teaching and at least Conditional in Research and Service
- V. UNSATISFACTORY:** Unsatisfactory in Teaching and at least Unsatisfactory in Research and Service

TEACHING EFFECTIVENESS

EXEMPLARS:

Teaching takes place in academic courses and advisement. All teachers demonstrate expert knowledge in an appropriate area related to their academic discipline. They generate enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement and incorporate student feedback for programmatic improvements. These categories serve as a rubric for determining effective performance in teaching.

| Subcategory | Instructor | Assistant Professor | Associate Professor | Professor |
|---|--|---|---|---|
| General Statement | <ul style="list-style-type: none"> • Demonstrates competence in teaching activities. | <ul style="list-style-type: none"> • Demonstrates competence in teaching activities. | <ul style="list-style-type: none"> • Demonstrates above average quality in teaching activities. | <ul style="list-style-type: none"> • Demonstrates excellence and leadership in the development of creative teaching strategies. |
| Teaching performance | <ul style="list-style-type: none"> • Participates in student projects • Receives “Good” and “Very Good” student evaluations of classroom teaching • Demonstrates thought provoking and stimulating teaching (materials, use of experiential exercises). | <ul style="list-style-type: none"> • Participates in student projects and/or thesis committees • Receives “Good” and “Very Good” student evaluations of classroom teaching • Contributes to development of new courses, major revisions of existing courses, and /or programmatic curriculum design. | <ul style="list-style-type: none"> • Chairs thesis committees and/or participates on dissertation committees • Receives “Good” and “Excellent” ratings by students for classroom teaching • Develops new courses, major revisions of existing courses, and/or programmatic curriculum design. | <ul style="list-style-type: none"> • Chairs thesis and dissertation committees. • Receives “Good” and “Excellent” ratings by students for classroom teaching • Contributes to the subsequent performance and professional development of graduates. |
| Uses innovative teaching practices | <ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies to create a community of learners. • Contributes to the development of new courses and/or revisions of existing courses. | <ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Participates in the development of innovative teaching strategies including distributive and/or service learning strategies to create a community of learners. • Contributes to development of new courses, major revisions of existing courses, and/or programmatic curriculum design. • Participates in activities related to the acquisition of equipment that enhances student learning. | <ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Develops innovative teaching strategies including distributive and/or service learning strategies to create a community of learners. | <ul style="list-style-type: none"> • Provides leadership in development and evaluation of innovative teaching strategies including distributive and/or service learning strategies to create a community of learners. • Provides leadership in the development and evaluation of new courses, major revisions of existing courses, and/or programmatic curriculum design. |

| Subcategory | Instructor | Assistant Professor | Associate Professor | Professor |
|---|---|--|--|--|
| Assessment Strategies | <ul style="list-style-type: none"> • Requests peer review by one or more colleagues to formally observe and write a written reflective of teaching. | <ul style="list-style-type: none"> • Requests peer review by one or more colleagues to formally observe and write a written reflective of teaching. • Provides documentation of changes made in instruction based upon other types of assessment feedback | <ul style="list-style-type: none"> • Requests peer review by 2 or more colleagues to formally observe and write a written reflective of teaching. • Provides a written reflection as to what the teacher learned from the peer review and how it affected his or her teaching • Provides documentation of changes made in instruction based upon other types of assessment feedback | <ul style="list-style-type: none"> • Requests peer review by 2 or more colleagues to formally observe and write a written reflective of teaching. • Provides a written response to what they learned from the review and how it impacted their teaching • Provides documentation of changes made in instruction based upon other types of assessment feedback |
| Uses current, proven, and promising teaching practices | <ul style="list-style-type: none"> • Uses expertise to enrich student's understanding of course content. • Maintains current level of expertise to inform and enhance teaching. | <ul style="list-style-type: none"> • Uses expertise to develop relevant curriculum and prepare graduates who can function in an educational setting. • Maintains current level of expertise to inform and enhance teaching. | <ul style="list-style-type: none"> • Uses expertise to develop relevant curriculum and prepare graduates who can function in an educational setting. • Maintains current level of expertise to inform and enhance teaching. | <ul style="list-style-type: none"> • Uses expertise to develop curriculum addressing future trends in practice. • Maintains current level of expertise to inform and enhance teaching. • Provides leadership in professional development conferences/ workshops that reflect current teaching. |
| Culturally diverse student body and curriculum | <ul style="list-style-type: none"> • Participates in the development, the development, and academic achievement of a diverse student body. • Creates a classroom atmosphere that is culturally sensitive to diversity. • Provides culturally and linguistically relevant course content. | <ul style="list-style-type: none"> • Promotes the development, and academic achievement of a diverse student body. • Creates a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues. • Provides course content that reflects cultural diversity. | <ul style="list-style-type: none"> • Actively participates in activities which promotes the development, and academic achievement of a diverse student body • Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues. • Develops course content that reflects cultural diversity. | <ul style="list-style-type: none"> • Leads activities to the development, and academic achievement of a diverse student body. • Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues. • Provides consultation on the development of course content that reflects cultural diversity related to students and the profession. |

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|--|--|--|---|--|
| Funded support for teaching efforts | <ul style="list-style-type: none"> Participates in the implementation of training grants and other funded projects. | <ul style="list-style-type: none"> Participates in the initiation and implementation of grants and other funded projects to advance teaching. | <ul style="list-style-type: none"> Submits grants or other funding mechanisms, which advance the teaching mission. Manages grants that are funded related to program development. | <ul style="list-style-type: none"> Provides leadership for and/or submits grants or other funding mechanisms which advance the teaching mission. |
| Other | <ul style="list-style-type: none"> Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge |

EVIDENCE:

Evidence for teaching effectiveness is provided through student and peer evaluations and teaching portfolios when available.

- Student evaluations: Ratings on standardized University forms or other evaluation forms.
- Peer evaluations: a) Evaluation of course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials; and b) Evaluation of observed classroom teaching.
- Teaching portfolios: Evaluation of course syllabus; examples of students work, examples of lectures or seminar-facilitation notes or web-based/CD-ROM based materials

Documentation is most easily achieved through the completion of the Department of Child, Community, and Family Sciences Annual Report (Form A) and the presentation of a teaching portfolio which may include any or all of the following:

- 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 such as:
 - Evaluation of course syllabus
 - Examples of students work,
 - Examples of lectures, seminar-facilitation notes, or web-based/CD-ROM based materials

EVALUATION SCHEMA:

Evaluation of Teaching will include a review of the teaching activities, recognition, and contributions (see Teaching Effectiveness Exemplars above) that the faculty member has made to the University, the College and the Department of Child, Family and Community Sciences.

It is the expectation that each faculty member will meet class 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. In addition, for each course assignment all faculty members must provide and follow a syllabus that adheres to current university guidelines as well as provide an electronic version of the syllabus to the appropriate staff member in the department.

The following schema provides specific direction for the evaluation of faculty members in the area of teaching. Refer to “Teaching Effectiveness Exemplars” for specific application by rank.

I. OUTSTANDING

To achieve an evaluation of **OUTSTANDING** in Teaching, faculty must meet all of the standards to be considered **SATISFACTORY** (see III. **SATISFACTORY** below) and must demonstrate competence in teaching by achieving “Very Good” to “Excellent” course/instructor evaluation ratings from an average of *at least 70% of students* in courses in the category of “Overall Assessment of Instructor” on the Student Perception of Instruction Reports. Student Perception of Instruction Reports as sole criteria do not reflect outstanding performance but additional evidence is required. In addition faculty must complete *at least two (2) of the following*:

1. Chair student thesis, dissertation or research project completed during the evaluation period
2. Demonstrate creativity or innovation in course development or delivery
3. Mentor teaching assistants, adjuncts, or colleagues in the teaching process
4. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations*
5. Receive recognition for teaching expertise from the university or professional communities
6. Organize or conduct professional development activities (e.g., conferences, workshops)
7. Submit and receive grants or other funding that advances the department’s teaching mission*
8. Other: 1
9. Other: 2

II. ABOVE SATISFACTORY

To achieve an evaluation of **ABOVE SATISFACTORY** in Teaching, faculty members must meet all of the standards to be considered **SATISFACTORY** (see III **SATISFACTORY** below) and must demonstrate competence in teaching by achieving “Very Good” to “Excellent” course/instructor evaluation ratings from an average of *at least 60% of students* in courses in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. Student Perception of Instruction Reports as sole criteria do not reflect above satisfactory performance but additional evidence is required. In addition faculty must complete *at least two (2) of the following*:

1. Chair student thesis, dissertation or research project completed during the evaluation period
2. Demonstrate creativity or innovation in course development or delivery
3. Participate actively in the department or program curriculum process
4. Mentor teaching assistants, adjuncts, or colleagues in the teaching process
5. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations*
6. Receive recognition for teaching expertise from the university or professional communities
7. Organize or conduct professional development activities (e.g., conferences, workshops)
8. Submit and receive grants or other funding that advances the department’s teaching mission*
9. Other: 1
10. Other: 2

III. SATISFACTORY

To achieve an evaluation of **SATISFACTORY** in Teaching, faculty members must demonstrate competence in teaching by achieving “Very Good” to “Excellent” course/instructor evaluation ratings from an average of *at least 50% of students* in courses in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition faculty members must meet *all of the following standards*:

1. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.
2. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.
3. Integrate information on evidence-based practices into courses where appropriate.
4. Use appropriate instructional techniques and evaluation and reporting formats.
5. Keep regular and special advisement/conference appointment hours, be well informed and professional in advising assigned students, and handle paperwork associated with advisement in a timely manner.
6. Evaluate student’s performance in a fair, equitable, and timely manner.
7. Demonstrate current knowledge and expertise in assigned areas of teaching.
8. Collaborate with course faculty to support the implementation of the curriculum.
9. Integrate appropriate technology in course presentation (e. g., class e-mail, web CT enhancement, videotapes, CAIs)
10. Develop at least one new course or complete major revisions to an existing course
11. Demonstrate the infusion of evidence-based practices into course materials
12. Develop and implement strategies to recruit and retain a diverse student body

IV. CONDITIONAL

An evaluation of **CONDITIONAL** in Teaching will be assigned if a faculty member receives “Fair” to “Poor” course/instructor evaluations from an average of *at least 50% of the students* in each course taught in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports, and demonstrates poor performance of teaching assignments. Evidence of poorly performing teaching assignments includes failure to meet classes in a responsible manner, failure to return papers, other assignments or tests on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students.

V. UNSATISFACTORY

A faculty member who fails to perform, or chronically demonstrates poor performance in teaching will receive an evaluation of **UNSATISFACTORY**. Poor performance includes consistent “Fair” to “Poor” course evaluation ratings from an average of *at least 50% of the students* in each academic course taught in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports, failure to meet classes in a responsible manner, failure to return papers, other assignments or tests on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students.

RESEARCH EFFECTIVENESS

EXEMPLARS

Research includes traditional research inquiry, field-based inquiry, historical and policy analyses, and other systematic reviews of knowledge. It encompasses research, scholarship and creative activity.

| | Instructor | Assistant Professor | Associate Professor | Professor |
|--|---|---|--|---|
| General Statement | Participates in research-related activities. | Demonstrates research productivity and competence. | Demonstrates research competence within a specialized area of systematic inquiry as recognized within and beyond the institution and region. | Demonstrates excellence in research activities as recognized within and beyond the institution and region. |
| Dissemination of knowledge of teaching and learning | <ul style="list-style-type: none"> • Applies research and educational innovations to curriculum and teaching. • Encourages the professional development of students. • Other | <ul style="list-style-type: none"> • Applies research and educational innovations to curriculum and teaching • Evaluates research findings for application in teaching. • Shares information related to curriculum or teaching through publication. • Facilitates the professional development of students. | <ul style="list-style-type: none"> • Shares information related to curriculum or teaching through peer reviewed publications. • Serves as a consultant to promote the scholarship of teaching. • Mentors colleagues and students in their professional role development. • Assists colleagues to become more effective teachers and is a role model of teaching effectiveness. | <ul style="list-style-type: none"> • Acts as a leader in promoting the scholarship of teaching. • Shares information related to curriculum or teaching through peer reviewed publications and presentations. • Serves as a consultant to other educational institutions to promote the scholarship of teaching. • Mentors the professional development of colleagues across disciplines and at multiple levels of expertise. • Provides consultation to evaluate educational effectiveness of other institutions. • Other |
| Focused scholarship | <ul style="list-style-type: none"> • Develops content area expertise - the scholarship of leaders in the content area | <ul style="list-style-type: none"> • Demonstrates development of a focused area of scholarship. | <ul style="list-style-type: none"> • Demonstrates productivity within a focused area of scholarship. | <ul style="list-style-type: none"> • Demonstrates excellence over time within a focused area of scholarship. |

| Theme | Instructor | Assistant Professor | Associate Professor | Professor |
|----------------------------|--|--|--|---|
| Research Activities | <ul style="list-style-type: none"> • Contributes to research projects. | <ul style="list-style-type: none"> • Conducts systematic inquiry within specialized field. • Demonstrates increasing competence in systematic inquiry. • Articulates a clear plan for the continued development of scholarship. | <ul style="list-style-type: none"> • Demonstrates increasing creativity, insight and sophistication in focused area of scholarship. • Receives recognition within and beyond the institution (at the local and/or regional level) for systematic inquiry competence and contribution to the body of knowledge in the specialized field. • Collaborates in interdisciplinary research. | <ul style="list-style-type: none"> • Receives recognition within and beyond the institution for excellence, creativity, and innovation in systematic inquiry. • Receives recognition within and beyond the institution (at the national and/or international level) for substantial contributions to the body of knowledge in a selected field. • Provides leadership in interdisciplinary research. |
| Research funding | <ul style="list-style-type: none"> • Participates with others in pursuing funding for systematic inquiry. | <ul style="list-style-type: none"> • Pursues or receives funding for systematic inquiry. | <ul style="list-style-type: none"> • Receives extramural funding for systematic inquiry within focused Area or a new focused systematic line of inquiry | <ul style="list-style-type: none"> • Demonstrates consistent record of funded systematic inquiry activities or a new focused systematic line of inquiry • Mentors faculty in writing and submitting grants for external funding |

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|--|--|--|--|--|
| Publishing and Presenting Research Findings | <ul style="list-style-type: none"> • Attends conferences with research-related sessions • Serves as an educated consumer of findings from systematic inquiry. | <ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed national, state and/or regional journals. • Disseminates research findings through presentations at national, regional and/or local meetings. • Serves as a reviewer or member of editorial board for professional journals. • Develop other media such as audio and video recordings. | <ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications refereed and/or regional and national journals. • Disseminates findings from systematic inquiry through presentations at national and international conferences. • Disseminates findings from systematic inquiry through publications in books and book chapters. • Develop other media such as audio and video recordings. • Serves as a reviewer or member of editorial board for scholarly journals. | <ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in books, refereed state, regional, national, and/or international journals, media such as audio and video recordings and presentations at national and/or international meetings. • Publishes papers reflecting advanced theory development, policy analysis, complex case analysis, or methodological issues. • Serves as an editor or member of editorial board for scholarly journals. • Disseminates findings from systematic inquiry to diverse audiences including the lay media. |
| Other | <ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge |

EVIDENCE:

The evaluation process will include review of the faculty members' documentation of research and creative activity, including such evidence as letters of acceptance for journal articles, manuscripts, audio or video recordings, grant applications, and papers accepted for presentation or presented at professional conferences. All faculty members who receive an assignment in research must demonstrate a coherent research agenda with ongoing work in progress and adhere to ethical principles in the development, conduct and dissemination of research. Tenured faculty members should demonstrate a sustained research agenda with the same characteristics.

Papers, book chapters, books and presentations should be reported in the year they are published or presented with full and complete citations so that they may be considered and cited in the department annual report for the college and for possible publicity. However, notice of acceptance may be reported and documented for credit towards evaluation. Each item may only be counted once (either when accepted or published, but not both.) This notice should appear at the top of the Annual Performance Evaluation urging faculty to refrain from citing this activity twice.

EVALUATION SCHEMA:

Evaluation in the area of Research (and Scholarship and Creative Activity) will include a review of the scholarly activities, sponsored research, recognition, and contributions (see above descriptions) that the faculty member has undertaken during the evaluation period. The critical standard for Research at the ranks of Assistant Professor, Associate Professor and Professor is the peer-reviewed, scholarly journal article. Typically, acceptance/publication of at least one peer reviewed article in a state, regional, national, or international scholarly journal (dependent on rank) is required to receive an **OUTSTANDING**; however, a book from a reputable publisher (as long as the faculty member **makes no** financial contribution to its publication) or another creative work (e.g., video) that reflects scholarly work is also grounds for granting **OUTSTANDING** in research. Publication in other peer reviewed publications is expected for **ABOVE SATISFACTORY** in this category. Faculty members with higher than average research assignments through buy-outs or other agreements will have higher expectations. Receipt of external funding may take the place of a peer-reviewed publication.

The following schema provides more specific direction for evaluation of faculty in the area of Research. Items may not be used more than once unless specifically indicated. Refer to "Research Effectiveness Exemplars" for specific applications by rank.

I. OUTSTANDING

In order to achieve an OUTSTANDING evaluation in Research, a faculty member must have: 1) an established program of research; 2) an article accepted (in press) or published in a scholarly peer-reviewed journal or have published a book within the year. In addition the faculty member must have *at least two (2) of the following*:

1. Additional peer reviewed publications accepted
2. A peer reviewed presentation accepted at a national/international conference
3. Invited presentation at a major local, state, regional or national conference (depends on nature of presentation)
4. A book chapter accepted for publication
5. Recipient of external funding*
6. Editor of a journal or guest editor of a journal issue
7. Member of an editorial board or Reviewer for a journal
8. Book published (published or in-press)**

*may count for 2-3 of above depending on the size and competitive nature of the award

**may count for 1, 2 or 3 of above depending on the contribution

II. ABOVE SATISFACTORY

In order to achieve an ABOVE SATISFACTORY evaluation in Research, a faculty member must have: 1) a clear program of research; and 2) an article accepted (in press) or published in a peer reviewed journal within the year. In addition the faculty member must have *at least one (1) of the following*:

1. Additional peer review publications accepted
2. A peer reviewed presentation accepted at a regional/national/international conference
3. Invited presentation at a major local, state, regional or national conference (depends on nature of presentation)
4. A book chapter accepted for publication
5. Recipient of external funding*
6. Consultant for program evaluation
7. Editor of a journal or guest editor of a journal issue
8. Member of an editorial board or Reviewer for a journal
9. Book published (published or in-press)**

*may count for 2-3 of above depending on the size and competitive nature of the award

** may count for 1, 2, or 3 of above depending on the contribution to the text

III. SATISFACTORY

In order to achieve a **SATISFACTORY** evaluation in Research, a faculty member must have: 1) a preliminary research agenda; and 2) an article in progress (submitted but not yet accepted or in press). In addition the faculty member must have *at least one (1) of the following*:

1. Additional peer reviewed publications in progress
2. A presentation accepted at a regional/national/international conference
3. Invited presentation at a major local, state, regional or national conference (depends on nature of presentation)
4. A book chapter accepted for publication
5. Submit application for external funding*
6. Evaluator for a local community partner
7. Member of an editorial board or Reviewer for a journal/books
8. Book published (published or in press)**
9. Participates on a research team

*may count for 2-3 of above depending on the size and competitive nature of the proposal

** may count for 1, 2, or 3 of above depending on the contribution to the text

IV. CONDITIONAL

A faculty member will receive a **CONDITIONAL** evaluation in Research and Creative Activities if s/he has no focused research agenda but has *at least two (2) of the following*:

1. An article in progress
2. Substantial work completed on a grant application
3. A presentation accepted at a national/international conference
4. A book chapter accepted for publication
5. Served as evaluator for a local community partner
6. Membership on an editorial board or served as reviewer for a journal

V. UNSATISFACTORY

A faculty member who does not complete the activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** rating in the area of Research and Creative Activities.

EFFECTIVENESS IN PROFESSIONAL AND COMMUNITY SERVICE

EXEMPLARS

Professional and community service includes service to the University, the College of Education, and the Department of Child, Family and Community Sciences, as well as service to professional organizations, and to the community at the local, state, national and international levels.

| Subcategory | Instructor | Assistant Professor | Associate Professor | Professor |
|---|---|--|---|---|
| <p>University/ College/ Departmental</p> | <ul style="list-style-type: none"> • Involvement with departmental committees and/or taskforces. | <ul style="list-style-type: none"> • Participates in department and college committees and/or taskforces. | <ul style="list-style-type: none"> • Participates in department and college/university committees and/or taskforces. • Works to enhance national reputation and visibility of the institution • Participates in activities that promote the professional development of students, staff, and other faculty • Fosters diversity within the university environment • Attracts outstanding graduate students to program related to expertise. | <ul style="list-style-type: none"> • Participates and leads in governance at all university levels • Assumes chair and/or serves on special review groups, task forces and/or policy making bodies • Serves as member of review committees • Demonstrates leadership in recruitment, mentoring the professional development of students and faculty • Serves as a mentor for the professional development of students and faculty and encourages staff development • Fosters diversity within the university environment • Attracts outstanding graduate students to program related to expertise. |

| Subcategory | Instructor | Assistant Professor | Associate Professor | Professor |
|---|---|---|---|---|
| Professional Organizations: State, National, and International | <ul style="list-style-type: none"> • Member of professional/service organizations | <ul style="list-style-type: none"> • Participates in activities of professional organizations • Presents at and/or organizes workshops/ continuing education programs for professional groups • Organizes workshops/continuing education programs for professional growth | <ul style="list-style-type: none"> • Improves the program area through attending workshops or conferences • Contributes expertise to peers through consultation, mentoring and practice. • Serves on committees of professional organizations at the state, regional and national levels. • Provides consultation to professional groups. • Provides keynote address at professional meetings at local, regional or national meetings. | <ul style="list-style-type: none"> • Provides leadership which generates a climate conducive of professional growth • Implements and evaluates evidenced-based practice • Demonstrates leadership in professional and service activities • Evaluates materials of persons from other universities for purposes of promotion/tenure • Provides keynote address at professional meetings at regional, national, or international levels. |
| Community: School, Institution or Agency | <ul style="list-style-type: none"> • Participates in local professional and community activities • Participates in workshops/continuing education programs for professional/community groups • Provides in-service training in schools, and school or community organizations • Complies with State Department of Education rule on Recency of Experience | <ul style="list-style-type: none"> • Serves on agency, community or organization boards, commissions, and committees at the local level • Enhances program and service delivery in the community • Participates actively in community organizations • Presents at and/or organizes workshops/ continuing education programs for community groups • Provides expertise or consultation in appropriate settings • Plans and presents continuing education programs • Complies with State Department of Education rule on Recency of Experience | <ul style="list-style-type: none"> • Assists in the evaluation of community research/educational projects • Collaborates with community in the development of programs and/or services • Serves on committees/boards of community agencies, organization or commissions • Provides expertise or consultation at a regional or national level • Complies with State Department of Education rule on Recency of Experience | <ul style="list-style-type: none"> • Assumes leadership role on committees/boards of community agencies, organization or commissions • Assists in the evaluation of community projects/programs • Organizes professional presentation in community (e.g. develops of symposium) • Contributes professional expertise to schools, industry, business, state and federal organizations • Complies with State Department of Education rule on Recency of Experience |

| Subcategory | Instructor | Assistant Professor | Associate Professor | Professor |
|--------------------|---|---|---|---|
| Other | <ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge | <ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge |

EVIDENCE:

The evaluation process will include review of faculty members documentation of Professional and Community 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.

EVALUATION SCHEMA:

Evaluation in the area of Professional and Community Service will include a review of the service activities, recognition, and contributions (see above descriptions) that the faculty member makes to the university, college, department, profession, and local, state, regional, national and international communities. The following schema provides specific direction for the evaluation of faculty in the area of Professional and Community Service. Refer to "Professional and Community Exemplars" for specific application by rank.

I. OUTSTANDING

To achieve an **OUTSTANDING** in the area of Professional and Community Service faculty must meet the standards to be considered **SATISFACTORY**, (See III **SATISFACTORY BELOW**) adequately complete the usual service assignments made by the Department Chair of the Department of Child, Family and Community Sciences during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in ***all three (3) of the following***:

1. Attend regularly college and departmental meetings and retreats.
2. Attend college and departmental functions such as a Recognition Breakfast and/or the College Graduation Ceremony at least once a year.
3. Faculty are expected to create and maintain collegial relationships; show due respect for the beliefs and opinions of others, refrain from exploitation and harassment; maintain currency in and contribute to their appropriate discipline.

In addition, faculty must readily respond to the service needs of the university, the profession, and the community by engaging in ***at least three (3) of the following***:

1. Serve as member on department, college, or university committee/task force.
2. Chair a committee or task force at the department, college and/or university levels.
3. Provide leadership to a university and/or community activity that impacts students, faculty, staff, and/or clients.
4. Provide presentation(s) and/or service to public schools or other higher education agencies.
5. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.
6. Assume leadership role in professional and/or community organizations impacting the professions.
7. Participate on accreditation site visit teams or review boards.
8. Participate in conference planning and presentations.
9. Participate in external reviews for faculty promotion and tenure.
10. Other

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** in the area of Professional and Community Service faculty must meet the standards to be considered **SATISFACTORY**, adequately complete the usual service assignments made by the Department Chair of the Child, Family and Community Sciences during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in *at least two (2) of the following*:

1. Attend regularly college and departmental meetings and retreats.
2. Attend college and departmental functions such as a Recognition Breakfast and/or the College Graduation Ceremony at least one (1) a year.
3. Faculty members are expected to create and maintain collegial relationships; show due respect for the beliefs and opinions of others, refrain from exploitation and harassment; maintain currency in and contribute to their appropriate discipline.

In addition, faculty members must readily respond to the service needs of the university, the profession, and the community by engaging in *at least two (2) of the following*:

1. Serve as member on department, college, or university committee/task force.
2. Chair a committee or task force at the department, college and/or university levels.
3. Provide leadership to a university and/or community activity that impacts students, faculty, staff, and/or clients.
4. Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies.
5. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.
6. Assume leadership role in professional and/or community organizations impacting the professions and/or the people who we serve.
7. Participate on accreditation site visit teams or review boards.
8. Participate in conference planning and presentations.
9. Participate in external reviews for faculty promotion and tenure.
10. Other

III. SATISFACTORY

To achieve a **SATISFACTORY** in the area of Professional and Community Service faculty must adequately complete the usual service assignments made by the Department Chair of the Department of Child, Family and Community Sciences during the evaluation period and meet the following standards engaging in *at least two (2) of the following*:

1. Attend regularly college and departmental meetings and retreats.
2. Attend college and departmental functions such as a Recognition Breakfast and/or the College Graduation Ceremony at least once a year.
3. Faculty are expected to create and maintain collegial relationships; show due respect for the beliefs and opinions of others, refrain from exploitation and harassment; maintain currency in and contribute to their appropriate discipline.

In addition, faculty must readily respond to the service needs of the university, the profession, and the community by engaging in *at least one (1) of the following*:

1. Serve as member on department, college, or university committee/task force.
2. Chair a committee or task force at the department, college and/or university levels.
3. Provide leadership to a university and/or community activity that impacts students, faculty, staff, and/or clients.
4. Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies.
5. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.
6. Assume leadership role in professional and/or community organizations impacting the professions and/or the people who we serve.
7. Participate on accreditation site visit teams or review boards.
8. Participate in conference planning and presentations.
9. Participate in external reviews for faculty promotion and tenure.
10. Other

IV. CONDITIONAL

To achieve a **CONDITIONAL** in the area of Professional and Community Service faculty members fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, and have not successfully completed the usual service assignments made by the Department Chair of the Department of Child, Family and Community Sciences during the evaluation period, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

V. UNSATISFACTORY

To achieve a **BELOW SATISFACTORY** in the area of Professional and Community Service faculty members fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, complete poorly the usual service assignments made by the Department Chair of the Department of Child, Family and Community Sciences across *two (2) or more evaluation periods*, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

OTHER ASSIGNMENTS

In those cases where other duties are a significant part of evaluating a faculty member's performance, the faculty member in consultation with the Department Chair, will determine alternate weights and include them on the assignment form for all categories at the beginning of each academic year.

I. OUTSTANDING

To achieve an evaluation of **OUTSTANDING**, the faculty member must complete the assignments in the position description in a thoughtful and responsible manner, take a leadership position in ensuring program 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 program and its needs accurately to the Department Chair.

II. ABOVE SATISFACTORY

To achieve an evaluation of **ABOVE SATISFACTORY**, the faculty member must complete the assignments in the position description in a thoughtful and responsible manner, maintaining program integrity and quality to the university and accrediting agency and graduating students successfully, in a manner that requires little intervention by the Department Chair in the administration of the program.

III. SATISFACTORY

To achieve a **SATISFACTORY** evaluation, 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 in jeopardy with university or accreditation standards or require substantial intervention by the Department Chair in the administration of the program.

IV. CONDITIONAL

A faculty member who fails to meet the standards of a **SATISFACTORY** rating, and places the program or students at academic risk will be given a **CONDITIONAL** rating.

V. UNSATISFACTORY

A faculty member who receives a **CONDITIONAL** rating and does not remediate his or her performance in the following year will receive an **UNSATISFACTORY** and may have their responsibilities for program direction removed.