

**University of Central Florida
College of Education
Department of Educational Research, Technology and Leadership
Annual Faculty Evaluation Standards and Procedures**

The purpose of this document is to provide standards and procedures to evaluate the annual performance of faculty in the Department of Educational Research, Technology, and Leadership including tenured professors, tenure-earning professors, instructors and visiting faculty.

General Guidelines

Faculty are expected to contribute to the orderly and effective functioning of the University of Central Florida, the College of Education and the Department of Educational Research, Technology and Leadership. For satisfactory performance, all faculty are expected to create and maintain professional 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 Chair of the Department of Educational Research, Technology and Leadership, will be considered in evaluating faculty, although these do not appear in the exemplars. 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, unless the Chair of the Department of Educational Research, Technology and Leadership expresses disagreement.

Faculty 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.

Other university duties are occasionally assigned for special activities such as administrative duties or special projects. Since the nature of these assignments is variable, no attempt is made to specify evaluation in proportion to the total amount of time the assignment is weighted in the annual assignment form.

Procedures

Each faculty member will develop an annual plan which reflects 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 Educational Research, Technology and Leadership documents. The Chair of the Department of Educational Research,

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Technology and Leadership and the individual Program Coordinators jointly recognize 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 each semester, faculty will negotiate with the Chair the percentage of their workload assigned to each of the areas of teaching, research, service, and other areas as applicable. 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 plan(s) and the exemplars in the accompanying document. Faculty may request special consideration should he/she experience an extenuating condition (see "Extenuating Circumstances" listed below).

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 will do all activities listed but activities should be appropriate for the faculty member's rank. For example, Associate and Full Professors are expected to Chair 1 or more dissertations while Assistant Professors are expected to participate as a Committee member. Some of the exemplars used to support standards may be drawn from a higher rank.

Visiting faculty will be assigned a set of expectations corresponding to a rank level commensurate with the hiring expectations as agreed between the 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) and the Department of Health Professionals (February, 2006) at the University of Central Florida.

TEACHING EFFECTIVENESS EXEMPLARS

Teaching takes place in academic courses and academic 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.

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 project and thesis committees • Receives “Good” and “Very Good” student evaluations of classroom and clinical teaching • Demonstrates creativity in teaching (materials, use of experiential exercises). • Other 	<ul style="list-style-type: none"> • Participates in student projects, thesis committees., and/or dissertations. • Receives “Good” and “Very Good” student evaluations of classroom teaching • Contributes to development of new courses, major revisions of existing courses, and programmatic curriculum design. • Other 	<ul style="list-style-type: none"> • Chairs student project and thesis committees and participates in dissertations. • Receives “Good” , “Very Good” and “Excellent” ratings by students and peers for classroom teaching • Demonstrates mature level of critical thinking and knowledge in the field. • Shares expertise with students at a level appropriate to their stage of professional development • Other 	<ul style="list-style-type: none"> • Chairs student project, thesis, and dissertation committees • Receives “Good” , “Very Good” and “Excellent” ratings by students and peers for classroom teaching • Contributes to the subsequent performance and professional development of graduates • Other
Dissemination of knowledge of teaching and learning	<ul style="list-style-type: none"> • Applies research and educational innovations to curriculum and teaching. • Other 	<ul style="list-style-type: none"> • Evaluates research findings for application in teaching. • Shares information related to curriculum or teaching through publication. • Facilitates the professional development of students • Other 	<ul style="list-style-type: none"> • Implements research projects to evaluate teaching • 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

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Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
			<ul style="list-style-type: none"> • Other 	<ul style="list-style-type: none"> • Provides consultation to evaluate educational effectiveness of other institutions • Other
Using new approaches to teach	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and other professional development programs • Uses innovative teaching strategies including distributive and service learning strategies to create a community of learners • Contributes to development of new courses and revisions of existing courses • Other 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and other professional development programs • Participates in the development of innovative teaching strategies including distributive and 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 • Other 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and other professional development programs • Develops innovative teaching strategies including distributive and service learning strategies to create a community of learners. • Develops new courses, major revisions of existing courses, and programmatic curriculum design. • Other 	<ul style="list-style-type: none"> • Provides leadership in development and evaluation of innovative teaching strategies including distributive and 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 programmatic curriculum design • Other
Reflects expertise in teaching enterprise	<ul style="list-style-type: none"> • Uses expertise to enrich student's understanding of course content • Maintains expertise to inform and enhance teaching • Other 	<ul style="list-style-type: none"> • Uses expertise to develop clinically relevant curriculum and prepare graduates who can function in an educational setting • Maintains expertise to inform and enhance teaching • Other 	<ul style="list-style-type: none"> • Uses expertise to develop clinically relevant curriculum and prepare graduates who can function in an educational setting • Maintains expertise to inform and enhance teaching • Other 	<ul style="list-style-type: none"> • Uses expertise to develop visionary curriculum addressing future trends in practice • Maintains expertise to inform and enhance teaching • Provides leadership in professional development conferences/ workshops that reflect current teaching • Other
Culturally diverse student body and curriculum	<ul style="list-style-type: none"> • Participates in the development, retention, and academic achievement of a diverse student body • Creates a classroom atmosphere that is culturally sensitive to diversity . 	<ul style="list-style-type: none"> • Promotes the development, retention, and academic achievement of a diverse student body • Creates a classroom atmosphere that is culturally sensitive to diversity with respectful sharing 	<ul style="list-style-type: none"> • Actively participates in activities which promote the recruitment, retention, and academic achievement of a diverse student body • Promotes a classroom atmosphere that is 	<ul style="list-style-type: none"> • Leads activities to promote the recruitment, development, retention, and academic achievement of a diverse student body • Promotes a classroom atmosphere that is culturally

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Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
	<ul style="list-style-type: none"> • Provides course content that reflects cultural diversity • Other 	<p style="text-align: center;">of diverse philosophical positions on issues.</p> <ul style="list-style-type: none"> • Provides course content that reflects cultural diversity • Other 	<p style="text-align: center;">culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues</p> <ul style="list-style-type: none"> • Develops course content that reflects cultural diversity. • Attracts outstanding graduate students to program related to expertise • Other 	<p style="text-align: center;">sensitive to diversity with respectful sharing of diverse philosophical positions on issues</p> <ul style="list-style-type: none"> • Provides consultation on the development of course content that reflects cultural diversity related to clients and the profession • Attracts outstanding graduate students to program related to expertise • Other
Funded support for teaching efforts	<ul style="list-style-type: none"> • Participates in the implementation of training grants and other funded projects • Other 	<ul style="list-style-type: none"> • Participates in the initiation and implementation of grants and other funded projects to advance teaching • Other 	<ul style="list-style-type: none"> • Submits grants or other funding mechanisms, which advance the teaching mission • Other 	<ul style="list-style-type: none"> • Provides leadership for and/or submits grants or other funding mechanisms which advance the teaching mission • Other

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 of this is most easily achieved through the completion of the Department of Educational Research, Technology and Leadership 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

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- 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

TEACHING EFFECTIVENESS 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 Educational Research, Technology and Leadership.

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 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. Faculty may request special consideration should he/she experience any extenuating circumstances. Extenuating circumstances may include, but are not limited to: 1st time course delivery, the nature of the course or students enrolled, large sections (sections that exceed the average class size in the college), new instructional approaches, last minute course assignment, diseases/illnesses, catastrophic occurrences.

The following schema provides specific direction for the evaluation of faculty in the area of teaching.

I. OUTSTANDING

To achieve an evaluation of **OUTSTANDING** in Teaching, faculty must meet all of the standards to be considered **SATISFACTORY** and must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from at least **70%** of students in each course/practicum. In addition faculty must complete at least three of the following:

- a. Chair student thesis, dissertation or research project completed during the evaluation period.
- b. Develop at least one new course or complete major revisions to an existing course or clinical learning experience based on student feedback and other data
- c. Demonstrate creativity and reflective practices in course development and/or delivery
- d. Demonstrate the infusion of evidence-based practices into course materials
- e. Develop and implement strategies to recruit and retain a diverse student body
- f. Mentor graduate teaching assistants, adjuncts, or colleagues in the reflective teaching process
- g. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations*
- h. Receive recognition for teaching expertise from the university or professional communities
- i. Organize or conduct professional development activities (e.g., conferences, workshops)
- j. Submit and receive grants or other funding that advances the department’s teaching mission*
- k. When appropriate, syllabi and/or course materials clearly illustrate how specific aspects of a course address specific standards of accrediting agencies or professional organizations
- l. Demonstrate that a significant number of interns are supervised in an active and positive manner

- m. Demonstrate that faculty served as an active and positive liaison between the university and many schools and/or appropriate agencies
- n. Other

To achieve an evaluation of **ABOVE SATISFACTORY** in Teaching, faculty must meet all of the standards to be considered **SATISFACTORY** and must demonstrate competence in teaching by achieving “Good” to Excellent” course/instructor evaluation ratings from at least **60%** of students in each course/practicum. In addition faculty must complete at least two of the following:

- a. Chair student thesis, dissertation or research project completed during the evaluation period (Assoc. or Full) or participate (Asst.)
- b. Develop at least one new course or complete major revisions to an existing course or clinical learning experience based on student feedback and other data
- c. Demonstrate creativity or innovation in course development or delivery
- d. Participate actively in the department or program curriculum process
- e. Demonstrate the infusion of evidence-based practices into course materials and clinical experiences
- f. Develop and implement strategies to recruit and retain a diverse student body
- 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
- 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. Other

III. SATISFACTORY

To achieve an evaluation of **SATISFACTORY** in Teaching, faculty must demonstrate competence in teaching by achieving “Good” to Excellent” course/instructor evaluation ratings from an average of at least **51%** of students in each course in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition faculty must meet all of the following standards:

- a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.
- b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.
- c. Integrate information on evidence-based practices into practica or internships where appropriate.
- d. Use appropriate instructional techniques and evaluation and reporting formats.
- e. Keep regular and special advisement/conference appointment hours, is well informed and professional in advising assigned students, and handle paperwork associated with advisement in a timely manner.
- f. Evaluate student’s performance in a fair, equitable, and timely manner.
- g. Demonstrate current knowledge and expertise in assigned areas of teaching.
- h. Collaborate with course faculty to support the implementation of the curriculum.
- i. Integrate appropriate technology in course presentation (e. g., class e-mail, web CT enhancement, videotapes, CAIs)

AND at least two of the following:

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- a. Chair student thesis, dissertation or research project completed during the evaluation period (Assoc. and Full) or participate (Asst.)
- b. Develop at least one new course or complete major revisions to an existing course or clinical learning experience
- c. Demonstrate creativity or innovation in course development or delivery
- d. Demonstrate the infusion of evidence-based practices into course materials
- e. Develop and implement strategies to recruit and retain a diverse student body
- f. Mentor graduate teaching assistants, adjuncts, or colleagues in the teaching process
- g. Disseminate information related to curriculum or teaching through peer reviewed publications and presentations*
- h. Receive recognition for teaching expertise from the university or professional communities
- i. Organize or conduct professional development activities (e.g., conferences, workshops)
- j. Submit and receive grants or other funding that advances the department's teaching mission*
- k. When appropriate, syllabi and/or course materials clearly illustrate how specific aspects of a course address specific standards of accrediting agencies or professional organizations
- l. Demonstrate that a significant number of interns are supervised in an active and positive manner
- m. Demonstrate that faculty served as an active and positive liaison between the university and many schools and/or appropriate agencies
- n. Other

*These items fall under teaching if their purpose is curriculum enhancement. Publications or grant funding that incorporate planning or completion of projects that collect or analyze data for the purposes of understanding or improving student learning are considered research/scholarship/creative activity.

IV. CONDITIONAL

An evaluation of **CONDITIONAL** in Teaching will be assigned if a faculty member receives "Fair" to "Poor" course/instructor evaluations from 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, or failure to serve as a responsible advisor to students.

V. UNSATISFACTORY

A faculty member who fails to perform, or chronically demonstrates poor performance will receive an evaluation of **UNSATISFACTORY**. Poor performance includes consistent "Fair" to "Poor" course evaluation ratings from **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.

Extenuating circumstances may include, but are not limited to: 1st time course delivery, the nature of the course or students enrolled, large sections (sections that exceed the average class size in the college), new instructional approaches, last minute course assignment, diseases/illnesses, catastrophic occurrences.

Assignment as Executive Program Director or Program Director, or Program Coordinator will be evaluated as one of the subcategories of teaching to be consistent with the reporting of this activity in the Faculty Activity Reports and the usual practice of course reduction that accompanies such an assignment. Faculty will be provided with a description of the position when the annual assignment is made. Evaluation of this portion of the assignment will be as follows.

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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.

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	Demonstrates research knowledge and interest	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

Exemplars

Theme	Instructor	Assistant Professor	Associate Professor	Professor
Focused scholarship	<ul style="list-style-type: none"> • Begins to develop a content area of expertise 	<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
Conduct of systematic inquiry	<ul style="list-style-type: none"> • Participates in the conduct of 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. 	<ul style="list-style-type: none"> • Demonstrates consistent record of funded systematic inquiry activities. • Mentors faculty in writing and submitting grants for external funding
Dissemination of findings from systematic	<ul style="list-style-type: none"> • Attends research-related conferences. • Serves as an educated consumer 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed journals, 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in books, refereed 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in books, refereed

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Theme	Instructor	Assistant Professor	Associate Professor	Professor
inquiry	of findings from systematic inquiry.	and presentations at local and/or regional meetings. <ul style="list-style-type: none"> • Disseminates findings from systematic inquiry to diverse audiences including lay media • Serves as a reviewer for professional journals. 	journals and presentations at regional and/or national meetings. <ul style="list-style-type: none"> • Disseminates material analyzing the interrelationship among theory, research, and practice within specialty area. • Serves as a reviewer or member of editorial board for scholarly journals. • Disseminates findings from systematic inquiry to diverse audiences including lay media. 	journals and presentations at national and/or international meetings. <ul style="list-style-type: none"> • Publishes papers reflecting advanced theory development, policy analysis, complex case analysis, or methodological issues. • Develops and demonstrates programs based on evidence based practice. • Serves as an editor or member of editorial board for scholarly journals. • Disseminates findings from systematic inquiry to diverse audiences including the lay media.
Activities in systematic inquiry	<ul style="list-style-type: none"> • Supports discipline related research activities. 	<ul style="list-style-type: none"> • Supports discipline related research activities. • Participates in scholarly inquiry activities of professional organizations. • Serves on scholarly inquiry committees within the institution or for specialty organizations. • Assists students in their systematic inquiry. 	<ul style="list-style-type: none"> • Supports interdisciplinary research activities. • Provides local/regional scholarly inquiry consultation. • Contributes to advancement of practice standards through participation in policy-making boards, commissions, or consensus panels. • Contributes to theory development through publication and presentations. • Demonstrates expertise in advising students in their systematic inquiry. 	<ul style="list-style-type: none"> • Provides leadership in professional organizations whose primary focus is systematic inquiry. • Provides consultation in areas of systematic inquiry nationally/internationally. • Serves on or is an external reviewer for national review committees, boards or commissions. • Receives recognition from within and beyond the institution for sustained leadership in developing systematic inquiry excellence in self and others. • Receives recognition from former students as having influenced their subsequent performance and achievement in systematic inquiry.

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Theme	Instructor	Assistant Professor	Associate Professor	Professor
				<ul style="list-style-type: none"> • Mentors students and faculty colleagues in systematic inquiry.
Evidence-based practice	<ul style="list-style-type: none"> • Utilizes research findings in teaching • Implements research-based discipline related interventions 	<ul style="list-style-type: none"> • Critically analyzes issues, policies, and/or standards for the purpose of identifying trends, patterns, and new directions 	<ul style="list-style-type: none"> • Contributes to evidence-based practice reviews and guideline development 	<ul style="list-style-type: none"> • Leads development of evidence-based practice guidelines • Establishes new directions for advancement of discipline related practice standards

EVIDENCE:

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 accepted for presentation or presented at professional conferences. All faculty 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 should demonstrate a sustained research agenda with same characteristics.

Papers, book chapters, books and presentations should be reported in the year they occur 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.)

RESEARCH 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, Associate and Full Professor is the refereed, scholarly journal article. Typically, acceptance/publication of at least one refereed article in a scholarly journal is required to receive an OUTSTANDING, and publication in other refereed publications expected for ABOVE SATISFACTORY in this category. Faculty with higher than average research assignments through buy-outs or other agreements will have higher expectations. Submission of a competitive grant may take the place of a publication in a given year.

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.

I. OUTSTANDING

In order to achieve an OUTSTANDING evaluation in Research, a faculty member must have an established program of research and an article accepted (in press) or published in a scholarly refereed journal. (Note: For promotion and tenure, it is highly recommended that at least two refereed articles be published or in-press each year.) In addition the faculty member must have at least two of the following:

- a. Refereed publication(s) accepted. Topic; research or teaching***
- b. A refereed presentation accepted at a national/international conference
- c. Invited presentation at a major local, state, regional or national conference (depends on nature of presentation)

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- d. A book chapter accepted for publication
- e. Recipient of external funding*
- f. Consultant for program evaluation
- g. Editor of a journal or guest editor of a journal issue
- h. Member of an editorial board or Reviewer for a journal
- i. Book published (published or in-press)**
- j. Research award from a high prestige source

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

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

***may count for 2-3 of above depending on the number of refereed publications

II. ABOVE SATISFACTORY

In order to achieve an ABOVE SATISFACTORY evaluation in Research, a faculty member must have a clear program of research and an article accepted (in press) or published in a refereed journal. . (Note: For promotion and tenure, it is highly recommended that at least two refereed articles be published or in-press each year.) In addition the faculty member must have at least two of the following:

- a. Refereed publication(s) accepted. Topic; research or teaching***
- b. Refereed presentation(s) accepted at a national/international conference
- c. Invited presentation at a major local, state, regional or national conference (depends on nature of presentation)
- d. A book chapter accepted for publication
- e. Recipient of external funding*
- f. Consultant for program evaluation
- g. Editor of a journal or guest editor of a journal issue
- h. Member of an editorial board or Reviewer for a journal
- i. Book published (published or in-press)**
- j. Research award from a high prestige source

*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

***may count for 2-3 of above depending on the number of refereed publications

III. SATISFACTORY

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

- a. Refereed publication(s) in progress. Topic; research or teaching.
- b. A presentation accepted at a regional/national/international conference

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- c. Invited presentation at a major local, state, regional or national conference (depends on nature of presentation)
- d. A book chapter accepted for publication
- e. Submit application for external funding*
- f. Evaluator for a local community partner
- g. Member of an editorial board or Reviewer for a journal/books
- h. Book published (published or in press)**
- i. Award received from a low prestige source

*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 of the following:

- a. An article in progress
- b. Substantial work completed on a grant application
- c. A presentation accepted at a national/international conference
- d. A book chapter accepted for publication
- e. Served as evaluator for a local community partner
- f. 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 Educational Research, Technology and Leadership, 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
University/ College/ Departmental	<ul style="list-style-type: none"> • Involved in departmental committees and taskforces 	<ul style="list-style-type: none"> • Attends professional conference to enhance knowledge and visibility of the school • Participates in departmental and college committees and taskforces • Contributes to the climate for growth of the department and/or college 	<ul style="list-style-type: none"> • Participates in departmental and college committees and taskforces • Works to enhance knowledge and visibility of the institution • Participates in activities that promote the professional development of students, staff, and other faculty (e. g., FCTL workshops) • Contributes to the recruitment and promotion of diverse students and faculty 	<ul style="list-style-type: none"> • Participates in and leads in governance at all university levels • Assumes chair and/or serves on special review groups, task forces and 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
Clinical/ Professional	<ul style="list-style-type: none"> • Member of professional/service organizations • Provides in-service training in clinical and educational organizations 	<ul style="list-style-type: none"> • Participates in activities of professional organizations • Provides expertise or consultation in appropriate practice settings • Participates in conduct of peer review • Plans and presents continuing education programs 	<ul style="list-style-type: none"> • Advances clinical practice through continuing education, workshops and conferences • Contributes expertise to peers through consultation, mentoring and practice • Serves on committees of professional organizations at the state and regional and national level • Provides consultation to professional groups. • Critically analyses practice standards for the purpose of identifying new directions in practice 	<ul style="list-style-type: none"> • Fosters diversity within the university environment • 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

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Annual Evaluation Standards and Procedures

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
			<ul style="list-style-type: none"> Provides keynote address at professional meetings at local or regional meetings. 	meetings.
Community	<ul style="list-style-type: none"> Participates in local professional and community activities Participates in workshops/continuing education programs for professional/community groups 	<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 professional/community groups 	<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 	<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

EVIDENCE:

The evaluation process will include review of faculty 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.

SERVICE 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. Typically paid consultations or other activities for which the faculty member receives payment should not be counted toward productivity in this area. 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**, adequately complete the usual service assignments made by the Chair of the Department of Educational Research, Technology and Leadership during the evaluation period,, and readily respond to the service needs of the University, the profession, and the community by engaging in at least three of the following, one of which must

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require a leadership role:

- a. Serve as member on department, college, 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.
- e. Provide professionally related service, talks or speeches to local, regional, or national/international groups or organizations.
- f. Assume leadership role in professional and/or community organizations impacting the professions and/or the people who we serve.
- g. Participate on accreditation site visit teams or review boards.
- h. Participate in conference planning and presentations.
- i. Participate in external reviews for faculty promotion and tenure.
- j. 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 Chair of the Department of Educational Research, Technology and Leadership 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 of the following, one of which must require a leadership role:

- a. Serve as member on department, college, 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.
- e. Provide professionally related service, talks or speeches to local, regional, or national/international groups or organizations.
- f. Assume leadership role in professional and/or community organizations impacting the professions and/or the people who we serve.
- g. Participate on accreditation site visit teams or review boards.
- h. Participate in conference planning and presentations.
- i. Participate in external reviews for faculty promotion and tenure.
- j. 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 Chair of the Department of Educational Research, Technology and Leadership during the evaluation period and meet the following standards:

- a. Attend regularly college and departmental meetings and retreats.
- b. Attend college and departmental functions such as Departmental Awards Ceremony, or the College Graduation Ceremony at least once a year.

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

- a. Serve as member on department, college, or university committee/task force.

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- 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.
- e. Provide professionally related service, talks or speeches to local, regional, or national/international groups or organizations.
- f. Assume leadership role in professional and/or community organizations impacting the professions and/or the people who we serve.
- g. Participate on accreditation site visit teams or review boards.
- h. Participate in conference planning and presentations.
- i. Participate in external reviews for faculty promotion and tenure.
- j. Other

IV. CONDITIONAL

To achieve a **CONDITIONAL** in the area of Professional and Community Service faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, complete poorly the usual service assignments made by the Chair of the Department of Educational Research, Technology and Leadership 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 fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, complete poorly the usual service assignments made by the Chair of the Department of Educational Research, Technology and Leadership across two or more evaluation periods, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.