

**PERSONNEL DOCUMENT**

**Department of Curriculum and Instruction  
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS  
University of Arkansas**

Approved by the Faculty: May 8, 2020

**Department of Curriculum and Instruction  
Personnel Document  
On Evaluative Criteria, Procedures and General Standards  
for Initial Appointment, Successive Appointments,  
Annual and Post-tenure Review, Promotion and Tenure**



**University of Arkansas  
College of Education and Health Professions**

This document governs the Department of Curriculum and Instruction in the selection, retention, promotion, granting of tenure to, and evaluation of faculty and in the selection and evaluation of non-classified staff, effective as of the date of the president's approval. It has been approved by the faculty of the Department of Curriculum and Instruction, the Dean of the College of Education and Health Profession, the Provost, the Chancellor, and the President of the University of Arkansas, as indicated by the signatures below.

These policies are required to be consistent with the policies of the university as set forth in Board of Trustees policy 405.1 and in two campus policy statements: (1) Evaluative Criteria, Procedures and General Standards for Initial Appointment, Successive Appointments, Annual and Post-tenure Review, Promotion and Tenure, and (2) Guidelines for University and Distinguished Professor Appointments. In case of conflict, the board policy, the campus policy, the school, college, or library policy, and the department policy shall have authority in that order. Copies of these documents are available online, as referenced in the *Faculty Handbook*, at the UA web site <https://provost.uark.edu/faculty-handbook>.

It is the policy of the University of Arkansas, Fayetteville to provide equal employment opportunity to all qualified persons; to prohibit discrimination against any employee or applicant for employment because of race, color, religion, sex, age, national origin, sexual orientation, marital or parental status, veteran's status, or disability, and to promote the full realization of equal employment opportunity through a positive, continuing program of affirmative action.

**APPROVALS**

	May 8, 2020
	Date
	May 15, 2020
Dean	Date
Provost	Date
Chancellor	Date
President	Date

## **I. Committees: Responsibilities and Service**

The Department of Curriculum and Instruction adopts I. A-C of APS 1405.11 and COEHP Personnel Document. In addition, the department has the following stipulations for the Unit Personnel Committee.

### **Unit Personnel Committee**

The Department of Curriculum and Instruction shall maintain a standing Unit Personnel Committee (PC) that represents all faculty. The committee is comprised of 9 members at or above the rank of associate professor and elected by the faculty. There shall be 3 Tenured Full Professor or above members, 3 Tenured Associate Professor members, and 3 members who are non-tenure track with three or more years of service in the unit [Clinical, Teaching, Research, or Professor of Practice] promoted at the Associate level or above on the committee serving for 3-year terms. The first year of the CIED Unit Personnel Committee members will draw for staggered terms. Members from the same rank shall draw terms such that a member from each ranking group will serve 1 year, 2 years, and 3 years respectively. At the first organizational meeting of the Unit Personnel Committee a chair shall be elected along with a vice-chair who is eligible to serve at least for one more year and who will become chair the following year.

This committee is responsible for reviewing all candidates seeking promotion and promotion and tenure for all ranks, conducting third-year reviews, recommending external reviewers for candidates seeking promotion, and overseeing the peer review process. The committee will also serve as reviewers for annual departmental awards and encourage faculty nominations for COEHP college awards.

## **II. Initial Appointment**

Appointments of all faculty are subject to applicable policies of the Board of Trustees of the University of Arkansas, the University of Arkansas System, and of this campus. In particular, all appointments are subject to Board of Trustees Policy 405.1 and Board of Trustees Policy 405.4, including, but not limited to, with regard to the provisions on appointment periods.

The criteria and procedures used to hire new faculty in the Department of Curriculum and Instruction are as follows:

### **A. Criteria for Initial Appointment at the Rank of Assistant Professor**

To ensure that the Department of Curriculum and Instruction recruits and hires the most qualified faculty for all ranks, the Department Head shall work with appropriate faculty from the respective programs to form search committees and conduct national searches for position lines approved by the Provost. In addition to criteria stipulated in II.A of APS 1405.11 and the COEHP Personnel Document, the Department of Curriculum and Instruction has additional criteria:

- Doctoral degree from an accredited university in the area of specialization or related field
- Evidence and/or promise of exemplary performance in research/scholarship
- Evidence and/or promise of effective teaching and advising
- Evidence of relevant productive service or potential to actively contribute to the program, department, university, and profession
- Potential to meet Associate Professor expectations

## **B. Criteria for Initial Appointment at or Above the Rank of Associate professor**

In addition to criteria and processes stipulated II.B. of APS 1405.11 and COEHP Personnel Document, the Department of Curriculum and Instruction has additional criteria:

### Associate Professor

- Doctoral degree from an accredited university in the area of specialization or related field
- Record of sustained exemplary performance in research/scholarship consistent with high national standards
- Record of highly effective teaching and advising
- Record of sustained productive service to the program, department, institution, and profession
- Potential to meet Professor expectations

### Professor

- Doctoral degree from an accredited university in the area of specialization or related field
- International/national recognition for a substantial and sustained record of distinguished accomplishments in research/scholarship consistent with high national standards
- Record of continuous highly effective teaching and advising
- Record of significant and continuous productive service to the program, department, institution, and profession

## **C. Criteria for Initial Appointment with Tenure**

The Department of Curriculum and Instruction adopts criteria and processes stipulated in II.C. of APS 1405.11 and the COEHP Personnel Document.

## **D. Initial and Successive Appointments of Non-Tenure-Track Faculty**

Non-tenure track faculty are generally on appointments not to exceed one academic year. In some instances, multi-year appointments may be extended to instructors or non-tenure track faculty in professor ranks. Such appointments are generally intended for faculty hired in competitive searches or who have established a notable and consistently strong record of effective performance during their period of service to the University.

Multi-year appointments, to the extent they are utilized, must have satisfied a merit-based review process employing evaluative criteria and procedures established in this personnel document as supplemented in departmental personnel documents. These appointments

require the review and recommendation of the departmental personnel committee and the department chair/head, and the approval of the Dean and the Provost. The first such merit-based appointment would usually be up to three years. If successfully completed, in accordance with the evaluation procedure set out herein, an initial merit-based term appointment may be considered for renewal for an additional appointment of up to three years. After successful completion of a second three-year term (or after a total of six years of appointment), appointments may be considered for renewal for faculty in professor ranks for periods of up to five years.

Any merit-based term appointment of more than one year shall only be recommended when the candidate has consistently demonstrated (or, for initial appointment, shown clear potential for) highly effective teaching and/or, as appropriate to the appointment, a record of highly effective research or service/administration, as well as the ability and willingness to work productively with colleagues.

See APS 1405.111 for detailed procedures.

In addition to criteria and processes stipulated in II.D. of APS 1405.11, APS 1405.111, and the COEHP Personnel Document, the Department of Curriculum and Instruction has additional criteria:

#### Lecturer

- Master's degree from an accredited university in the area of specialization or related field
- Evidence and/or promise of effective teaching

#### Instructor

- Master's degree from an accredited university in the area of specialization or related field
- Evidence and/or promise of effective teaching and/or clinical instruction
- Evidence of productive service and/or potential to actively contribute to service to the program, department, institution, and profession

#### Clinical/Teaching Assistant Professor/Assistant Professor of Practice

- Doctoral degree from an accredited university in area of specialization or related field
- Evidence of and/or promise of highly effective teaching and/or clinical/professional practice
- Evidence of productive service and/or potential to actively contribute to service to the program, department, institution, and profession
- Potential to earn recognition from peers as demonstrated through professional practice, service to professional organizations, outreach, and/or curriculum development

#### Research Assistant Professor

- Doctoral degree from an accredited university in area of specialization or related field
- Evidence of high-quality performance or promise of excellence in research/scholarship

- Evidence of productive service and/or potential to actively contribute to service to the program, department, institution, and profession
- Potential to earn recognition from peers as demonstrated through scholarship/publication/grant work contributions

#### Clinical/Teaching Associate Professor/Associate Professor of Practice

- Doctoral degree from an accredited university in area of specialization or related field
- Record of highly effective teaching and/or clinical/professional practice
- Record of high-quality scholarship in the field of study (e.g., presenting and writing about the scholarship of teaching and learning in the field)
- Record of sustained productive service to the program, department, institution, and profession
- Evidence of recognition from peers as demonstrated through professional practice, service to professional organizations, outreach, curriculum development and/or program leadership

#### Research Associate Professor

- Doctoral degree from an accredited university in area of specialization or related field
- Record of excellence in research/scholarship/grant work
- Record of sustained productive service to the program, department, institution, and profession
- Evidence of recognition from peers as demonstrated through scholarship and publications, grants, service to professional organizations, outreach, and/or program leadership

#### Clinical/Teaching Professor/Professor of Practice

- Doctoral degree from an accredited university in area of specialization or related field
- Record of continuous highly effective teaching and/or clinical/professional practice
- Record of sustained high-quality scholarship in the field of study (e.g., conference presentations, publications, contributions to the scholarship of teaching and learning in the field)
- Record of significant and continuous productive service to the program, department, institution, and profession
- Evidence of national or significant regional recognition from peers as demonstrated through professional practice, leadership in professional organizations, outreach, curriculum development and/or program leadership

#### Research Professor

- Doctoral degree from an accredited university in area of specialization or related field
- A substantial and sustained record in research/scholarship/grant work resulting in international/national recognition

- Record of significant and sustained productive service to the program, department, institution, and profession
- Evidence of national or significant regional recognition from peers as demonstrated through scholarship, publications, grants, outreach, and/or program leadership

**E. Required Notification**

The Department of Curriculum and Instruction adopts II.E. of APS 1405.11.

**III. Successive Appointments, Annual Review, Peer Review, Third-Year Review, and Post-Tenure Review**

**A. Successive Appointments for Tenured and Tenured-Track Faculty**

The Department of Curriculum and Instruction adopts III.A. of APS 1405.11.

**B. Annual Review for All Faculty**

In addition to III.B. of APS 1405.11 and COEHP Personnel Document, the Department of Curriculum and Instruction shall use the following processes:

All full-time faculty in the Department of Curriculum and Instruction, regardless of rank, shall be evaluated annually in the areas of teaching/advising, research/scholarship and service by the Department Head commensurate with individual faculty workload agreements. To fulfill the educational mission of the University and in the best interest of the Department, the Department Head may modify a faculty member’s workload assignment and evaluation criteria, if necessary. **The department head shall use the following ratings to evaluate personnel. For faculty who provide evidence beyond the minimum required for any rating, a .5 may be added; 3 is the highest rating that may be given for any category of performance.** Each area of performance shall receive a rating using a 0.0 to 3.0 scale:

3.0 = exceed expectations

2.0 = meets expectations

1.0 = partially meets expectations

0.0 = does not meet expectations

The ratings will be determined based on the degree that the faculty member meets the criteria specified for that area of work. Suggested evidence for each category along with criteria for specific ratings are provided, see in III.F - Appendix A.

The annual review of all full-time faculty will begin in mid-January and conclude by March 1. Faculty will submit the Annual Faculty Report and any supporting material by the deadline established by the Department Head (typically by January 15 or shortly after). The

Department Head independently assesses each faculty member using the same criteria used in the Peer Review Process.

The procedures are as follows:

1. Faculty member submits the Annual Faculty Report and Self-Evaluations by the deadline established. In addition to the Annual Faculty Reports, all faculty will complete a self-evaluation of their work for that year that includes a rating and explanation of the scores chosen.
2. The Personnel Committee coordinates the peer review process and preparation of peer review reports. Peer review reports will include narrative feedback for each area of the workload for each faculty member and outline commendations and recommendations.
3. The Department Head independently evaluates each faculty member based on the Annual Faculty Report and the Department Criteria. The Department Head will also consider faculty self-evaluations and peer review reports submitted for all faculty in completing annual reviews.
4. The Department Head provides each faculty member with the Evaluation Form, which includes a merit rating and narrative feedback along with the Peer Review Report.

A single rating score for each area is derived by first obtaining the weighted average of the ratings in each area (teaching/advising, research, and service) by multiplying the rating score by the percent workload. Next, a final composite score is calculated by adding up the scores for each of the three areas.

The Department Head assesses whether each faculty member's performance for the year has been satisfactory. Consistent with APS 1405.11, overall unsatisfactory performance means that the faculty member's performance as a whole is unsatisfactory, taking into consideration the faculty member's assigned workload (teaching/professional practice, scholarship, service) and overall contributions to the academic unit. Before making a determination of overall unsatisfactory performance, the department head considers evidence of relevant, documented efforts and outcomes within the context of the faculty member's assigned workload, including the faculty member's assigned annual evaluation score. At a minimum, any overall score of less than 1.0 or a 0.0 in any substantial area of faculty responsibility would constitute overall unsatisfactory performance, and makes the faculty member ineligible for a merit salary increase.

Unsatisfactory performance for a non-tenure track faculty member is addressed in APS 1405.111. Post-tenure review based on overall unsatisfactory performance for tenured faculty is outlined in III.E. of APS 1405.11.

### **C. Peer Review for All Faculty at the Rank of Assistant Professor and Above**

In addition to III.C. of APS 1405.11, the Department of Curriculum and Instruction shall use the following processes.



As noted in Section *I: Committees and Responsibilities* of this document, oversight of the Peer Review process *for all full-time faculty* in the Department of Curriculum and Instruction is conducted by the Unit Personnel Committee. The Unit Personnel Committee will establish 3-member advisory groups for each faculty member using the annual review criteria as outlined in this document and consistent with APS. 1405.11. Faculty may suggest peers from any rank to serve as advisory group members at the time their annual evaluation is submitted so long as there is at least one member of the group who is at or above the rank of the individual under review. Each advisory group will provide the Unit Personnel Committee narrative feedback without ratings highlighting commendations of performance as well as recommendations for improvement in areas of need for their workload assignment (i.e., teaching/advising, research/scholarship where appropriate, and service). The Unit Personnel Committee will ensure the consistency of application of standards and processes of all advisory reviews and report the results of the review to the Department Head. All information discussed during the advisory group and Unit Personnel Committee review processes shall remain confidential and completed by the deadlines established by the Department Head.

#### **D. Third Year Review**

The Department of Curriculum and Instruction adopts III.D. of APS 1405.11 and COEHP Personnel Document.

#### **E. Post-Tenure Review**

The Department of Curriculum and Instruction adopts III.E. of APS 1405.11 and COEHP Personnel Document.

#### **F. Criteria for Assessing Faculty Performance**

##### 1. Evidence of Achievement in Teaching or Professional Performance

In addition to III.F.1. of APS 1405.11, faculty in the Department of Curriculum and Instruction shall provide evidence of their teaching/advising effectiveness using the following guidelines found in **Appendix A**.

##### 2. Evidence of Achievement in Scholarship

In addition to III.F.2. of APS 1405.11, faculty in the Department of Curriculum and Instruction shall provide evidence of their research/scholarship effectiveness using the following guidelines found in **Appendix A**.

##### 3. Evidence of Academically-Related Service.

In addition to III.F.3. of APS 1405.11, faculty in the Department of Curriculum and Instruction (CIED) shall provide evidence of service to their institution, academic units, community, and/or profession using the guidelines found in **Appendix A**.

## **IV. Promotion**

### **A. Criteria for Promotion**

#### **1. Promotion from Assistant to Associate Professor (with tenure, if applicable) including for faculty with titles of Teaching, Research, Clinical, or Professor of Practice**

In addition to IV.A.1. of APS 1405.11, all faculty in the Department of Curriculum and Instruction shall provide evidence required to meet the stated expectations for the aspired rank.

For faculty seeking promotion from Assistant Professor to Associate Professor (for tenure and non-tenure track positions), documentation that demonstrates high-quality impact in both teaching and scholarship as appropriate to the discipline and their appointment as well as satisfactory service to the university, discipline, profession, or public is required. For faculty members seeking promotion, annual evaluations that consistently demonstrate overall high-quality performance will be used as one measure of having met this expectation. Other indicators should include evidence of progress in developing a national or state reputation as noted IV.A.1. of APS 1405.11 for tenure and non-tenure-track faculty.

The Department for Curriculum and Instruction has additional criteria:

#### Clinical/Teaching Associate Professor or Associate Professor of Practice

A faculty member applying for promotion to the rank of Clinical/Teaching Associate Professor or Associate Professor of Practice must provide evidence of sufficient achievement of the criteria for initial appointment:

- Doctoral degree from an accredited university in area of specialization or related field  
Record of highly effective teaching and/or clinical/professional practice
- Record of high-quality scholarship in the field of study (e.g., presenting and writing about the scholarship of teaching and learning in the field)
- Record of sustained productive service to the program, department, institution, and profession
- Evidence of recognition from peers as demonstrated through professional practice, service to professional organizations, outreach, curriculum development and/or program leadership

#### Research Associate Professor

- Doctoral degree from an accredited university in area of specialization or related field
- Record of excellence in research/scholarship/grant work

- Record of sustained productive service to the program, department, institution, and profession
- Evidence of recognition from peers as demonstrated through scholarship and publications, grants, service to professional organizations, outreach, and/or program leadership

#### Associate Professor with Tenure

A faculty member applying for promotion to the rank of Associate Professor with tenure must provide evidence of sufficient achievement of the criteria for initial appointment:

- Doctoral degree from an accredited university in the area of specialization or related field
- Record of sustained exemplary performance in research/scholarship consistent with high national standards
- Record of highly effective teaching and advising
- Record of sustained productive service to the program, department, institution, and profession
- Potential to meet Professor expectations

The faculty member's overall achievement should be congruent with the accomplishments of beginning associate professors with tenure in the candidate's field of study at benchmark institutions.

#### **2. Promotion from Associate to Full Professor including for faculty with titles of Teaching, Research, Clinical, or Professor of Practice**

In addition to IV.A.2. of APS 1405.11, all faculty in the Department of Curriculum and Instruction shall provide evidence required to meet the stated expectations for the aspired rank.

For faculty seeking promotion from Associate Professor to Professor (for tenure and non-tenure track positions), documentation that demonstrates continuous and high-quality impact in both teaching and scholarship as appropriate to the discipline and their appointment as well as satisfactory service to the university, discipline, profession, or public is required. For faculty members seeking promotion to Professor, annual evaluations that consistently demonstrate overall high-quality performance will be used as one measure of having met this expectation. Other indicators should include evidence of progress in developing a national or international reputation in the faculty member's discipline as described in IV.A.2. of APS 1405.11 for tenure and non-tenure-track faculty.

#### Clinical/Teaching or Professor of Practice

A faculty member applying for promotion to the rank of Clinical/Teaching or Professor of Practice must provide evidence of sufficient achievement of the criteria for initial appointment:

- Doctoral degree from an accredited university in area of specialization or related field

- Record of continuous highly effective teaching and/or clinical/professional practice
- Record of sustained high-quality scholarship in the field of study (e.g., conference presentations, publications, contributions to the scholarship of teaching and learning in the field)
- Record of significant and continuous productive service to the program, department, institution, and profession
- Evidence of national or significant regional recognition from peers as demonstrated through professional practice, leadership in professional organizations, outreach, curriculum development and/or program leadership

In addition, the faculty member must provide:

- Evidence of significant contributions to advising, especially service on comprehensive exam, thesis, and/or dissertation committees
- Record of sustained and significant contributions to the program

#### Research Professor

A faculty member applying for promotion to the rank of Research Professor must provide evidence of sufficient achievement of the criteria for initial appointment:

- Doctoral degree from an accredited university in area of specialization or related field
- A substantial and sustained record of in research/scholarship/grant work resulting in international/national recognition
- Record of significant and sustained productive service to the program, department, institution, and profession
- Evidence of national or significant regional recognition from peers as demonstrated through scholarship, publications, leadership in professional organizations, grants, outreach, and/or program leadership

In addition, the faculty member must provide:

- Evidence of significant contributions to advising, especially service on comprehensive exam, thesis, and/or dissertation committees
- Record of sustained and significant contributions to the program

#### Tenured Professor

A faculty member applying for promotion to the rank of Professor must provide evidence of sufficient achievement of the criteria for initial appointment:

- Doctoral degree from an accredited university in the area of specialization or related field
- International/national recognition for a substantial and sustained record of distinguished accomplishments in research/scholarship consistent with high national standards
- Record of continuous highly effective teaching and advising

- Record of significant and continuous productive service to the program, department, institution, and profession

The faculty member's overall achievement should be congruent with the accomplishments of beginning professors in the candidate's field of study at benchmark institutions.

### **3. Promotion from Professor to University Professor or Distinguished Professor**

The Department of Curriculum and Instruction shall use the specific criteria for promotion to University Professor or Distinguished Professor contained in Board Policy 470.1 and Academic Policy 1405.13.

#### **B. Procedures for Promotion**

The Department of Curriculum and Instruction adopts IV.B. of APS 1405.11 and COEHP Personnel Document.

## **V. Tenure**

### **A. Criteria for Awarding Tenure**

The Department of Curriculum and Instruction adopts V.A. of APS 1405.11 and COEHP Personnel Document.

### **B. Procedures for Awarding Tenure**

The Department of Curriculum and Instruction adopts V.B. of APS 1405.11. Additionally, in the Department of Curriculum and Instruction, criteria for tenure include excellence in teaching and research resulting in high-quality impact in the field.

### **C. Procedures for Suspending Probationary Period**

The Department of Curriculum and Instruction adopts V.C. of APS 1405.11.

### **D. Mandatory Sixth Year Review - Terminal Appointment**

The Department of Curriculum and Instruction adopts V.D. of APS 1405.11.

## **VI. Dismissal of Tenure-Track and Tenured Faculty**

The Department of Curriculum and Instruction adopts VI. of APS 1405.11.

## **VII. Dismissal of Multi-Year Appointed Non-Tenure-Track Faculty**

The Department of Curriculum and Instruction adopts VII. of APS 1405.11.

## Preamble to the Appendices

**Examples of the evidence that may be presented from each category serve as illustrations and are not intended to serve as exclusive criteria or as a checklist.** There are instances of listed criterion being unavailable to different members of faculty, for example, it would be a rare case for an instructor to be a national chair of an organization. Thus, the various criteria are suggested as guidance for understanding what is broadly valued by the faculty of the department and acknowledges the different roles different faculty ranks play.

### Appendix A

#### 1. Evidence of Achievement in Teaching or Professional Performance

##### Teaching

**Evidence for teaching effectiveness and excellence should be presented in the context of impact on students. For example, when evidence is presented in Category I “attends conferences to that enhance teaching practice” the faculty member also provides evidence of use of the conference content in teaching practice. The magnitude of the effect of the activity on teaching and student learning increases from Category I, II, and III. When evaluating effectiveness and excellence using student evaluations, the level, type, delivery method, enrollment, and response rate should be considered.**

**Category III – Demonstrates teaching *excellence* and *innovation* that *maximizes students’ learning* through evidence such as:**

- Receives a combined average greater than or equal to 4.5 on student evaluations on all courses on the University and College core items
- Receives a national, university, or college award for teaching/advising OR inducted into the University of Arkansas Teaching Academy
- Develops a teaching portfolio that provides evidence of teaching excellence and innovation
- Solicits peer feedback regarding course development and innovative teaching that demonstrates teaching effectiveness
- Chairs a dissertation or thesis that wins an award
- Publication about teaching and learning
- Receives external grants/contracts to fund innovative teaching activities/course development

**Category II – Demonstrates teaching effectiveness that *advances students’ learning* through evidence such as:**

- Receives a combined average greater than or equal to 4.0 on student evaluations on all courses on the University and College core items

- Receives departmental award for teaching effectiveness
- Includes qualitative data from students, including former students or other unsolicited communications that highlight teaching excellence and impact on student learning
- Demonstrates evidence of effectiveness in mentoring students' theses (undergraduate and graduate) and dissertations (e.g., timely completion)
- Serves as a peer reviewer or mentor for another faculty colleague regarding teaching effectiveness and impact on student learning
- Conducts teaching presentations and teaching workshops for other audiences (national conferences, public school, guest speaker in other courses, Teaching Academy, TFSC)
- Designs a new course
- Revises course syllabi based on student feedback and/or evidence-based research on teaching/learning
- Incorporates innovative teaching practices into course delivery
- Receives an internally funded teaching grant
- Shows evidence of effective supervision of internships or practica
- Develops materials that enhances teaching and learning
- Presents an invited conference session related to teaching effectiveness
- Advises an above average load of students for program
- Secures external funding for a postdoctoral student

**Category I – Demonstrates teaching performance that *impacts students' learning* through evidence such as:**

- Receives a combined average greater than or equal to 3.5 on student evaluations on all courses on the University and College core items
- Serves on students' theses (undergraduate and graduate) and dissertation committees
- Updates syllabi to reflect new knowledge of the discipline, educational issue, or trends
- Attends conferences that enhance teaching practice
- Participates in teaching workshops/events (e.g., teaching camp, TFSC faculty luncheons)
- Seeks in-class visits from colleagues to receive feedback on teaching effectiveness

**The department head and peer reviewers shall use the following ratings to evaluate personnel. For faculty who provide evidence beyond the minimum required for any rating, a .5 may be added; 3 is the highest rating that may be given for any category of performance.**

**3 = Exceeds Expectations**

*Teaching excellence is documented through a combined average greater than or equal to 4.5 on student evaluations. Evidence provided demonstrates teaching excellence and innovation that maximizes students' learning.*

**2 = Meets Expectations**

*Teaching effectiveness is documented through evidence of a combined average greater than or equal to 4.0 on student evaluations. Evidence provided demonstrates teaching effectiveness that advances students' learning.*

### **1 = Partially Meets Expectations**

*Teaching performance is documented through evidence a combined average greater than or equal to 3.5 on student evaluations. Evidence provided demonstrates teaching performance that impacts students' learning.*

### **0 = Does not Meet Expectations**

*Any faculty member who does not provide evidence of teaching effectiveness in accordance with III.F.1 or who has a combined average less than 3.5 on student evaluations; refusal to cover the required contents in a course; consistent failure to treat students with professionalism and respect; failure to fulfill academic advising responsibilities; failure to implement reasonable and fair criteria for grades; repeated course absences without adequate provision for learning; and similar behaviors that detriment student learning and success.*

## 2. Evidence of Achievement in Scholarship

### **Research/Scholarship**

**Evidence for quality and impact of research/scholarship should demonstrate the importance, originality, influence, and promise of the body of work. The magnitude of the quality and impact of the research/scholarship increases across Category I, II, and III. Examples of evidence that may be presented from each category serve as illustrations and are not intended to serve as exclusive criteria or a checklist. Consistent with III.F.2. of APS 1405.11, when evaluating research/scholarship impact, indicators such as the order of authorship, significance of the journal based on acceptance rates, impact factors, ranking, etc., type of academic or university press, expert reviews, etc. will be considered.**

**Category III – Demonstrates research and scholarship excellence that advances the profession through evidence such as:**

- Major article in an inter/nationally prominent peer-reviewed journal (“prominent”: based on factors such as acceptance rate, impact factor, etc.; “major article”: empirical-based or theoretical or methodological or practitioner focused.)
- Book author, co-author, editor, or co-editor of book or monograph placed with reputable publisher
- Inter/national Conference Invited/Keynote speaker
- Funded Research Grants/Contracts External Grant PI
- Inter/national recognition of research



- Article or book favorably recognized and/or reviewed and deemed highly significant after publication

**Category II – Demonstrates research effectiveness that advances the profession through evidence such as:**

- Major “in press” article in prominent peer-reviewed journal (“prominent”: based on factors such as acceptance rate, impact factor, etc.; “major article”: empirical-based or theoretical or pedagogical or methodological focused.)
- Major refereed article (“major” article: a full-length empirical-based or theoretical or methodological focused in a refereed national or international journal)
- Minor article (“minor” article: book review, column, non-refereed)
- Book chapter or monograph
- Inter/national Conference refereed paper presentation
- Inter/national Conference paper or poster research presentation
- Funded or Administered Research Grants/Contracts External Grant PI or co-PI
- Inter/national Conference discussant of paper presentation session
- Regional, state, or college recognition of research
- Article or book favorably reviewed after publication

**Category I – Demonstrates minimal research/scholarship performance through evidence such as:**

- Non-refereed article publication or submission
- Minor article “in press” (“minor” article: book review, column, technical report, non-refereed)
- State, Regional, and Local Conference paper or poster research presentation
- State, Regional, and Local Conference invited presentation
- Funded Local or Internal Research Grants
- External Grant Submission
- Local or Internal Grant Submission

**The department head and peer reviewers shall use the following ratings to evaluate personnel. For faculty who provide evidence beyond the minimum required for any rating, a .5 may be added; 3 is the highest rating that may be given for any category of performance.**

### **3 = Exceeds Expectations**

*Research/scholarship excellence and impact are documented through activities such as those listed in Category III and/or substantial evidence from Category II.*

### **2 = Meets Expectations**

*Research/scholarship effectiveness and impact are documented through evidence of activities such as those found in Category II, including publications.*

### **1 = Partially Meets Expectations**

*Research/scholarship performance is documented through evidence of activities such as those found in Category I and II.*

### **0 = Does not Meet Expectations**

*Any faculty member who provides minimal to no evidence of research/scholarship activities such as those found in Category 1 or 2 would receive an unsatisfactory rating for research/scholarship.*

#### 3. Evidence of Academically-Related Service.

##### **Service**

**Evidence of quality and impactful service should demonstrate participation, involvement in or leadership to the university, community or profession which reflects favorably on the university. The magnitude of the quality and impact of the service increases across Category I, II, and III. Examples of evidence that may be presented from each category serve as illustrations and are not intended to serve as exclusive criteria or a checklist.**

**Category III – Demonstrates exceptional service activities significantly impacting the university, academic units, community, and/or profession through evidence such as:**

- Chair, significant university-level committee
- Serve as a university-wide Teaching Faculty and Support Center (TFSC) co-director
- Program Coordinator, Graduate Coordinator, Assistant Department Head
- Chair, Department/Program-level committee or Department/Program-level search committee
- Chair, National professional conference in primary academic field and/or specialization
- President/Chair, International or national-level professional organization
- Editorship (Lead or sole editor), recognized peer-reviewed journal in academic field and/or specialization
- Recipient of service award at university or college level
- Chair, Recognized local community or not-for-profit organization
- Recipient, International or national-level service award

- Reviewer award of excellence from a national or international organization or a leading, peer-reviewed journal

**Category II – Demonstrates noteworthy service impacting the university, academic units, community, and/or profession through evidence such as:**

- Member, College Council or Faculty Senate at the university or college-level
- Chair, University or college-level ad hoc committee or task force
- Officer or board member, National educational organization
- President, State-level educational organization
- Committee chair of international, national, or regional organization
- Associate editor, national, recognized peer-reviewed journal
- Appointment to national or state-level educational panel
- Tenure/promotion reviewer for other universities
- Faculty sponsor of student organization
- Co-editor, Peer-reviewed recognized journal
- Official position (other than president/chair) in an international, national, or state professional organization
- Committee chair, professional organization special interest group (SIG)
- Member of a national or state-level conference planning or review committee
- Organizer, state-level professional conference
- Chair, departmental-level committee
- Member of a local community board providing professional consultation
- Collaboration with school, health agency, industry, or business that benefits university students

**Category I – Demonstrates acceptable service impacting the university, academic units, community, and/or profession through evidence such as:**

- Member, one or more university, college, or department-level committees
- Authorship of special task force or committee report at the university or college-level
- Member, departmental or program-level committee
- Mentor, formally appointed to a junior faculty member in your department or program
- Newsletter editor, state or local professional organization
- Consultant in public and/or private schools, not-for-profit organization, state or federal government, or for-profit organization
- Continued education course (extension)
- Editorial board member
- Session chair at inter/national, state, or regional conference
- Conference proposal or grant reviewer
- Member of reaccreditation or program review committee
- Participation in one or more program-level service activities (e.g., admissions, curriculum review, comprehensive exams, website updates, recruitment, etc.)

**The department head and peer reviewers shall use the following ratings to evaluate personnel. For faculty who provide evidence beyond the minimum required for any rating,**

**a .5 may be added; 3 is the highest rating that may be given for any category of performance.**

### **Rating Criteria**

#### **3 = Exceeds Expectations**

*Service excellence is documented through such examples listed as evidence in Category III and with substantial evidence in Category II.*

#### **2 = Meets Expectations**

*Service effectiveness is documented through evidence of activities found in Category II.*

#### **1 = Partially Meets Expectations**

*Service performance is documented through evidence of activities from Categories I and II.*

#### **0 = Does not Meet Expectations**

*Any faculty member who does not provide any evidence of service participation detailed in the three aforementioned Categories (III, II, or I) would receive an unsatisfactory rating of 0 for service.*