

**PERSONNEL DOCUMENT**

Department of Rehabilitation, Human Resources, and Communication Disorders

**COLLEGE OF EDUCATION & HEALTH PROFESSIONS**  
**University of Arkansas**

Approved by the Faculty: May 11, 2020

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

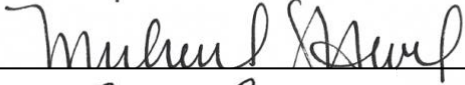

University of Arkansas  
College of Education & Health Professions  
Department of Rehabilitation, Human Resources, and Communication Disorders

This document governs the Department of Rehabilitation, Human Resources, and Communication Disorders 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 College of Education & Health Professions, the Dean, 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**

	05/11/2020
_____	Date
	05/15/2020
_____	Date
Dean	
_____	
Provost	Date
_____	
Chancellor	Date
_____	
President	Date

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

The department adopts I.A-E. of APS 1405.11 and the COEHP Personnel Committee. The Personnel Committee will serve as the Peer Review Committee and facilitate the peer review process.

## **II. Initial Appointment**

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

In addition to II.A. of APS 1405.11, the department has additional criteria:

#### Assistant Professor

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

Evidence and/or promise of exemplary performance in research/scholarship/creative activity.

Evidence and/or promise of effective teaching and advising.

Evidence and/or promise of productive service to the program, department, institution, 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 in II.B. of APS 1405.11 and the COEHP Personnel Document, the department 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/creative activity 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.

A substantial and sustained record of distinguished accomplishments resulting in international and/or national recognition in research/scholarship/creative activity consistent with high inter/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 adopts 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 has additional criteria:

Clinical Instructor or 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/professional practice.

Evidence and/or promise of productive service to the program, department, institution, and profession.

Clinical Assistant Professor, Teaching Assistant Professor, or Assistant Professor of Practice

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

Evidence and/or promise of highly effective teaching and/or clinical/professional practice.

Evidence and/or promise of productive service to the program, department, institution, and profession.

Potential to earn recognition from peers through professional practice, service to professional organizations, outreach, curriculum development, and/or program leadership.

Research Assistant Professor

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

Evidence of high-quality performance and promise of excellence in research/scholarship/creative activity.

Evidence and/or promise of productive service to the program, department, institution, and profession.

Potential to earn recognition from peers as demonstrated through scholarship, publications, and/or grants.

Clinical Associate Professor, Teaching Associate Professor, or Associate Professor of Practice

Doctoral degree from an accredited university in the 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/or profession.

Evidence of recognition by 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 the area of specialization or related field.

Record of excellence in research/scholarship/grant activity consistent with high national standards.

Record of sustained productive service to the program, department, institution, and profession

Evidence of recognition from peers as demonstrated through scholarship, publications, and/or grants.

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

Doctoral degree from an accredited university in the 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., presenting and writing about the scholarship of teaching and learning in the field).

Record of significant and continuous productive service to the program, department, institution, and/or profession.

Evidence of national and/or significant regional recognition by peers as demonstrated through professional practice, service to 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 of excellence resulting in international and/or national recognition in research/scholarship/creative activity consistent with high inter/national standards.

Record of significant and sustained productive service to the program, department, institution, and profession.

Evidence of national and/or significant regional recognition from peers as demonstrated through scholarship, publications, and/or grants.

#### E. Required Notification

The department 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 Tenure-Track Faculty

The department adopts III.A. of APS 1405.11.

#### B. Annual Review for All Faculty

In addition to III.B. of APS 1405.11 and the COEHP Personnel Document, the department has additional processes:

The typical faculty workload for tenured and tenure-track faculty will be 50% teaching and advising, 40% research, and 10% service. The typical faculty workload for teaching and clinical faculty will be 90% teaching and advising and 10% service. This is subject to revision and change by the Department Head in consultation with the affected faculty. Most workload deviations will be as a result of externally-funded research or major service obligations. As stipulated in Academic Policy Series 1405.11, to fulfill the educational mission of the University and in the best interest of each unit, the Department Head may modify a faculty member's workload assignment and evaluation criteria, if necessary

The annual review of all full-time faculty will begin in January and conclude in March. Faculty will submit the Annual Faculty Report and any supporting materials on a date to be determined each year, typically around January 15. The Personnel Committee will serve as the Peer Review Committee and facilitate the peer review process. Peer reviews of submitted materials will be made by peer-review subcommittees and guided by the criteria set forth in the RHRC and COEHP Personnel Documents. The Department Head independently assesses each faculty member based on information submitted in the Annual Faculty Report and any other information relevant to faculty annual performance. Peer-reviews are used in an advisory capacity.

The procedures are as follows:

Faculty member submits the Annual Faculty Report, typically around January 15.

The Personnel Committee coordinates the peer review process. The Personnel Committee selects a peer-review subcommittee comprised of three faculty members for each faculty member. Whenever feasible, the peer-review subcommittee will include at least one member from the faculty member's academic program and one member external to the academic program. The Personnel Committee will provide specific instructions to the peer-review subcommittees.

The Department Head independently evaluates each faculty member based on the Annual Faculty Report and Department Criteria Document, using peer-reviews in an advisory capacity.

The Department Head provides each faculty member with the Evaluation Form, which includes a merit rating and narrative feedback. Peer-reviews are also distributed to faculty.

Each faculty member will be rated according to a 0.0 to 3.0 scale.

A weighted composite score will be calculated based on the following formulas:

A score for each area is derived by first obtaining the weighted average of the ratings in each area (teaching and advising, research, and service) by multiplying the rating score by the percent workload.

Next, a composite score is calculated by adding the calculated products of each of the three areas.

Ratings are based on the criteria set forth in Appendix A. The Criteria Document provides the foundation and guidance on the rating for each section—teaching and advising, research, and service—but ratings are also open to the professional judgement of the Department Head. The Criteria Document assumes that each faculty member has made meaningful contributions to all aspects of their workload

without performance concerns. In instances of performance concerns, faculty members may receive lower ratings than otherwise suggested by the Criteria Document. These concerns will be included in the evaluation narrative. Examples of performance that could result in “does not meet expectations” (0.0) are highlighted in Appendix A (pp. 13-14, 16, 19).

In addition to the evaluative ratings, the Department Head will also provide a written synopsis of the rating to each faculty member, inclusive of strengths, weaknesses, and recommendations for the next year. All faculty will then have an opportunity to review their evaluation and schedule a meeting to discuss the rating with the Department Head. Non-tenured, tenure-track faculty are required to meet with the Department Head. Faculty members whose appointment is being renewed and who receive a 1.0 rating or below in any one aspect of their workload (teaching and advising, research, or service) will work with the Department Head to identify and implement strategies to improve the score for the next year.

The process of awarding merit pay will be determined by the Department Head and communicated to the faculty at the beginning of the annual evaluation process (around January 15). The final rating of the annual review shall be used to guide merit pay increases; the Department Head may make adjustments based on exceptional contributions or to address equity issues.

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

In addition to III.C. of APS 1405.11 and the COEHP Personnel Document, the department shall use the following process.

The Personnel Committee will provide leadership and oversight to the peer review process. Given the number of RHRC faculty and the diversity of RHRC academic programs, the Personnel Committee will establish 3-member blinded peer review subcommittees for each full-time faculty member (i.e., faculty member will not know



the members of the subcommittee). In instances when there are more than 3 faculty members in the academic program, 2 members of the subcommittee will come from the faculty member's academic program and 1 member will be external to the faculty member's academic program. In instances where there are 3 or fewer faculty members in an academic program, the RHRC Personnel Committee will take steps to ensure the confidentiality of the subcommittee members and assign peer reviewers from the faculty member's academic program and a closely related program. Each member of subcommittee will provide the Personnel Committee with narrative feedback regarding the faculty member's performance. The Personnel Committee will ensure to the best extent possible the consistency of application of standards and processes of all peer review subcommittees and report the results to the Department Head.

#### D. Third Year Review for Tenure Track Faculty

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

#### E. Post-Tenure Review

The Department adopts III.E. of APS 1405.11 and the COEHP Personnel Document for post-tenure review of tenured faculty.

#### F. Criteria for Assessing Faculty Performance

In addition to III.F. of APS 1405.11 and the COEHP Personnel Document, the department has additional criteria:

All RHRC faculty members are evaluated on the basis of achievement in the areas of teaching and advising, research, and service. Each faculty member should be actively engaged in all areas as appropriate for their rank and workload. Each category is rated 0.0 to 3.0. The categories are:

***Exceeds Expectations (3.0)***

***Meets Expectations (2.0)***

***Partially Meets Expectations (1.0)***

***Does Not Meet Expectations (0.0)***

Specific definitions and evaluative criteria for each rating in the areas of teaching and advising, research and scholarship, and service are described in the Appendix.

### IV. Promotion

#### A. Criteria for Promotion

In addition to IV.A. of APS 1405.11, the department has additional criteria:

Clinical Associate Professor, Teaching Associate Professor, or Associate Professor

### of Practice

A faculty member applying for promotion to the rank of Clinical Associate Professor, 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 the 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/or profession.

Evidence of recognition by peers as demonstrated through professional practice, service to professional organizations, outreach, curriculum development, and/or program leadership.

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track associate professors focused on teaching in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

### Research Associate Professor

A faculty member applying for promotion to the rank of Research Associate 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.

Record of excellence in research/scholarship/grant activity consistent with high national standards.

Record of sustained productive service to the program, department, institution, and profession.

Evidence of recognition from peers as demonstrated through scholarship, publications, and/or grants.

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track associate professors focused on research in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

### Clinical Professor, Teaching Professor, or Professor of Practice

A faculty member applying for promotion to the rank of Clinical Professor, Teaching Professor, and/or Professor of Practice 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 continuous highly effective teaching and/or clinical/professional practice.

Record of sustained 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 significant and continuous productive service to the program, department, institution, and/or profession.

Evidence of national and/or significant regional recognition by peers as demonstrated through professional practice, service to professional organizations, outreach, curriculum development, and/or program leadership.

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track professors focused on teaching in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

### 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 excellence resulting in international and/or national recognition in research/scholarship/creative activity consistent with high inter/national standards.

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

Evidence of national and/or significant regional recognition from peers as demonstrated through scholarship, publications, and/or grants.

The faculty member's overall achievement should be congruent with the accomplishments of beginning non-tenure track professors focused on research in the candidate's field of study at benchmark institutions. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

### Associate Professor

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/creative activity 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. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

### 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.
- A substantial and sustained record of distinguished accomplishments resulting in international and/or national recognition in research/scholarship/creative activity consistent with high inter/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. Beyond the degree requirement, the faculty member should provide evidence of the achievements at the University of Arkansas.

### B. Procedures for Promotion

The department adopts IV.B. of APS 1405.11 and the COEHP Personnel Document.

## V. Tenure

### A. Criteria for Awarding Tenure

The department adopts V.A. of APS 1405.11. Additionally, in the Department of Rehabilitation, Human resources, and Communication Disorders, criteria for tenure include excellence in teaching and research resulting in high-quality impact in the field.

### B. Procedures for Awarding Tenure

The department adopts V.B. of APS 1405.11.

### C. Procedures for Suspending Probationary Period

The department adopts V.C. of APS 1405.11.

D. Mandatory Sixth Year Review – Terminal Appointment

The department adopts procedure specified under V.D. of APS 1405.11.

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

The department adopts procedures specified under VI. of APS 1405.11.

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

The Department adopts procedures specified under VII. of APS 1405.11.

## APPENDIX: Evaluative Criteria

The assessment rubrics are based on the standard workload assignment for tenured or tenure-track faculty of 50% teaching and advising, 40% research, and 10% service. The Department Head will make appropriate adjustments for varying workload assignments.

Evaluative criteria for teaching and advising, research/scholarship, and service are categorized into three categories and include examples of applicable activities for each category. The category definitions will guide the Department Head and the faculty peer reviewers to assess the record and evidence provided by the faculty member. RHRC faculty may receive credit for activities beyond the listed examples below, though the overall goal of the evaluative criteria is to assist the Department Head in determining a faculty member's ratings in an equitable and consistent manner throughout the department. In instances where an activity is eligible to receive credit in multiple workload areas (e.g., a journal article related to the scholarship of teaching and learning), RHRC faculty should include the activity in the area in which they desire to receive credit on the Annual Faculty Report. In addition, RHRC faculty should provide relevant information (e.g., acceptance rates, impact factors) on the Annual Faculty Report for to access any quality distinctions (e.g., inter/nationally prominent peer-reviewed journal vs. a peer-reviewed journal).

RHRC faculty agree with III.F. of APS 1405.11, "Each faculty should actively contribute to the life of the academic unit ... and should exhibit respect and cooperation in shared academic and administrative tasks."

### **Teaching and Advising**

RHRC faculty members are committed to teaching and advising and engage in ongoing reflective teaching practices to advance student learning. RHRC faculty members are also committed to helping students achieve their academic and professional goals through providing high-quality advising, including chairing and serving on dissertations and honors theses as appropriate for rank. The evaluation of RHRC faculty in teaching and advising is guided by the criteria under III.F.1. of APS 1405.11. Teaching and advising activities have been categorized into three categories where:

- Category III identifies **exemplary teaching and advising practices that maximize student success** that can lead to inter/national visibility in the area of teaching and advising;

Receives an externally funded teaching/training/personnel preparation grant

Receives a national, university, or college award in teaching

Appointed as co-director of Teaching and Faculty Support Center (TFSC) or President of the Teaching Academy

Receives a national, university, or college award in advising or mentoring

Chairs a dissertation/thesis that receives a national, regional, state, university, or college award

Publishes in an inter/nationally prominent (e.g., acceptance rates, impact factors, journal rankings) outlet (e.g., peer-reviewed journal article, book, textbook, edited book) related to the scholarship of teaching and learning

Delivers a keynote at a major inter/national conference related to the scholarship of

teaching and learning

- Category II identifies **meaningful teaching and advising practices that advance student success** in the area of teaching and advising;

Teaches above average class sizes in the program

Conducts teaching presentations or workshops for TFSC, Teaching Academy, or Office of Faculty Affairs

Conducts teaching workshops at national conferences

Receives an internally-funded teaching/training/personnel preparation grant

Develops new courses or curriculum as applicable for program improvement/student success and/or teaches new course preparations

Uses additional methods (beyond university required) to evaluate courses (e.g., peer observation, mid-semester evaluations, feedback from instructional designer)

Serves as peer evaluator of teaching

Teaches clinical courses with a supervision component

Demonstrates appropriate assessments to meet students' learning needs (e.g., assignments that prepare students for licensure, comprehensive exams, or capstone courses)

Demonstrates an appropriate high-level of rigor across courses (e.g., course involves challenging assignments that are properly scaffolded, course involves significant writing projects and extensive feedback is provided)

Incorporates innovative and effective teaching practices

Carries above average advising load for program

Chairs a completed dissertation/thesis committee

Serves as faculty advisor of an academic student organization or serves as academic/scholarship advisor to a student organization

Publishes in outlet (e.g., peer-reviewed journal article, book, textbook, edited book) related to the scholarship of teaching and learning

Delivers a keynote at a conference related to the scholarship of teaching and learning

Delivers a presentation at an inter/nationally recognized conference related to the scholarship of teaching and learning

- Category I identifies **acceptable teaching and advising practices that facilitate student success** in the area of teaching and advising;

Participates in teaching workshops/events (e.g., teaching camp) sponsored by TFSC, Teaching Academy, or Office of Faculty Affairs

Attends regional or national conferences on college teaching

Receives positive evaluations of teaching from peers

Regularly updates course materials and syllabi to reflect changing disciplinary trends and new scholarship

Ensures that syllabi meet accreditation and other applicable program standards

Participates in advising training/professional development

Serves as a member on a completed doctoral comprehensive examination committee

Organizes master's comprehensive examination committees or evaluates multiple master's comprehensive examinations

Serves as a member of completed dissertation/thesis committees

## **Assessment Scoring for Performance in Teaching and Advising**

### **3.0 = Exceeds Expectations**

Receives a combined average of 4.5-5.0 on student evaluations from all in-load courses on University and College/Department core items, **AND**

Demonstrates contributions to advising and mentoring of students appropriate for academic program and rank, **AND**

Provides evidence of 1 activity from Category III and 3 activities from Category II **OR** 8 activities from Category II

### **2.0 = Meets Expectations**

Receives a combined average of 3.9-4.4 on student evaluations from all in-load courses on University and College/Department core items, **AND**

Demonstrates contributions to advising and mentoring of students appropriate for academic program and rank, **AND**

Provides evidence of teaching activities as follows:

1 activity from Category III and 1 activity from Category II **OR**

5 activities from Category II **OR**

4 activities from Category II and 2 activities from Category I

### **1.0 = Partially Meets Expectations**

Receives a combined average of 3.0-3.8 on student evaluations from all in-load courses on University and College/Department core items, **AND**

Provides evidence of teaching activity with at least 4 activities from Category I or II

### **0.0 = Does Not Meet Expectations**

Indicates unsatisfactory performance in teaching and advising. Evidence of unsatisfactory performance could include: failure to submit an Annual Faculty Report by the deadline; a combined average below 3.0 on student evaluations from all in-load courses on University and College/Department core items; consistent 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.

## **Research and Scholarship**

RHRC faculty members are committed to advancing their fields through active scholarship. The evaluation of RHRC faculty in research and scholarship is guided by the criteria under III.F.2. of APS 1405.11. Research and scholarship activities have been categorized into three categories where:

- Category III represents **leadership activities that demonstrate inter/national visibility and recognition** in the area of research and scholarship;

Publications



Sole or lead author of an article in an inter/nationally prominent (e.g., acceptance rates, impact factors, journal rankings) peer-reviewed journal

Author of a book or a textbook from a prestigious (e.g., evidence of external review, prior titles received awards in the field, rankings) academic or university press

Editor of an edited textbook or a book from a prestigious (e.g., evidence of external review, prior titles received awards in the field, rankings) academic or university press

#### Presentations

Lead presenter at an inter/nationally recognized conference

Featured/keynote speaker at an inter/national conference

Invited presentation at an inter/nationally recognized conference

Testifying before a federal agency, a congressional, or state legislative committee

#### Research Funding

PI or co-PI on a nationally competitive external research contract or grant

#### Awards

Inter/national recognition of research career

Inter/national recognition of published research

Inter/national recognition of conference presentation

Book favorably recognized and/or reviewed and deemed highly significant after publication

- Category II identifies activities that contribute to the **development of an inter/national visibility** in the area of research and scholarship;

#### Publications

Leading author (1<sup>st</sup> or 2<sup>nd</sup>) of an article in a peer-reviewed journal

Contributing author of an article in an inter/nationally prominent peer-reviewed journal

Author of a book or a textbook from an academic or university press

Editor of an edited textbook or a book from an academic or university press

Chapter in an edited book

Award of a book contract from a reputable academic or university press

Revised textbook from a reputable academic or university press

#### Presentations

Presentation at an inter/nationally recognized conference

Featured/keynote speaker at a state or regional conference

Invited presentation at a state or regional conference

#### Research Funding

PI or Co-PI on externally funded contract or grant

PI or Co-PI on competitive internal funding

Applies as PI or Co-PI for nationally competitive external funding

Administers a multi-year, large externally funded project

#### Awards

Regional, state, or college recognition of research career

Regional, state, or college recognition of published research

Regional, state, or college recognition of conference presentation

Book favorably reviewed after publication

- Category I consists of **building-block activities that can facilitate the development** of an area of research and scholarship;

#### Publications

Trailing author of an article in a peer-reviewed journal  
Author of a non peer-reviewed article  
Publication in volume edited by the author  
Received a revise and resubmit of a manuscript to a peer-reviewed journal  
Encyclopedia entry  
Book review  
Technical report  
Refereed conference proceeding  
Submission of a manuscript to a peer-reviewed journal\*

#### Presentations

Presentation at a local, state, or regional conference  
Featured/keynote speaker at a local conference  
Invited presentation at a local organization, agency, school, conference, etc.  
Submission of a paper to a peer-reviewed conference\*

#### Research Funding

Applies as PI or Co-PI for externally funded contract or grant  
Applies as PI or Co-PI for competitive internal funding  
PI or Co-PI on non-competitive funding  
Participates in professional development activities related to research, such as grant writing workshops, research camp, etc.  
Administers a multi-year externally funded project

\* Activity that counts toward “Minimally Meets Expectations” but not toward “Meets Expectations” category.

### **Assessment Rubric of Faculty Annual Performance in Research and Scholarship**

#### 3.0 = Exceeds Expectations

Receives as PI a large, nationally competitive external grant with evidence of peer-reviewed publication(s), **OR**  
Provides evidence of authorship of 1 published textbook, book or edited book from a prestigious academic or university press, **OR**  
Provides evidence of 3 or more published peer-reviewed journal articles, 2 of which the faculty member is the first or sole author in double-blind (e.g., faculty member is not the editor) inter/nationally recognized journals, **AND**  
Provides evidence of additional research activities as follows:  
1 activity from Category III **OR**  
2 activities from Category II

#### 2.0 = Meets Expectations

Receives as PI a nationally competitive external grant or large external grant/contract with evidence of peer-reviewed publication(s), **OR**

Provides evidence of authorship of 1 published textbook, book, or edited book from an academic or university press, **OR**

Provides evidence of 1 published peer-reviewed journal article of which the faculty member is the first or sole author in an inter/nationally recognized journal, **OR**

Provides evidence of 2 published peer-reviewed journal articles, **AND**

Provides evidence of additional research activities as follows:

1 activity from Category III or Category II **OR**

1 activity from Category II and 2 activities from Category I **OR**

3 activities from Category I

1.0 = Partially Meets Expectations

Provides evidence of research activity with at least 5 activities from Category I or II

0.0 = Does Not Meet Expectations

Indicates unsatisfactory performance in research. Evidence of unsatisfactory performance could include: failure to submit an Annual Faculty Report by the deadline; evidence of 4 or fewer research and scholarship activities from Category I or II; breaches of professional research ethics, such as plagiarism or falsifying research; grant mismanagement; and similar behaviors detrimental to the research and scholarship reputation of the Department, College, and University.

## **Service**

RHRC faculty members are committed to providing service to their institution, academic units, community, and profession. The evaluation of RHRC faculty in service is guided by the criteria under III.F.3. of APS 1405.11. Examples of service activities have been categorized into three categories where:

- Category III represents **major leadership activities that significantly impact** their institution, academic units, community, and/or profession;

### Professional Societies

Serves as president of a national, regional, or state society or special interest group

Receives a national, regional, or state award for service

### Professional Conference Participation

Organizes a national, regional, or state conference

Serves as a section/division program committee chair for an inter/national conference

### UA Committee Activity

Chairs a high impact university or college committee

Receives an award for university, college, or department service

### Editorial work

Editor of inter/nationally recognized peer-reviewed journal

### Funding Agency Activity

Chairs a funding board

### Public Service through Consultation

Receives an award for academic or professional consultation

Provides academic or professional consultation with high impact on institution

### Professionally Related Community Service

Receives an award for professionally-related community service  
Administrative Activities  
Serves as program coordinator  
Collaboration  
Leads a high-impact collaboration with school, health agency, industry or business

- Category II represents other activities that **provide contributions** to their institution, academic units, community, and/or their profession;

Professional Societies

Holds office other than president in national or state society

Professional Conference Participation

Serves as a discussant for a conference session

Serves as a section/division program committee chair for a regional, or state conference

Serves as a member of a conference planning or review committee

Organizes a local conference

UA Committee Activity

Chairs a departmental committee

Chairs a high-impact program committee

Editorial work

Editor of a peer-reviewed journal

Editor of a special topics issue of a journal

Editorial board member of an inter/nationally recognized peer-reviewed journal

Funding Agency Activity

Serves as a member of a funding board

Public Service through Consultation

Consults for 2 or more academic or professional groups/agencies

Consults on multiple occasions or a consistent basis for academic or professional groups/agencies

Professionally Related Community Service

Provides professional services resulting in benefit to UA and/or students

Administrative Activities

Chairs a search committee

Chairs a reaccreditation or program review committee

Collaboration

Collaborates with school, health agency, industry, or business that benefits UA/students

- Category I represents **participation** in the functioning of their institution, academic units, community, and/or profession;

Professional Societies

Attends a conference

Professional Conference Participation

Chairs a session at inter/national, state, or regional conference

Reviews conference proposals

UA Committee Activity

Serves as a member of university, college, or department committee

Serves as a member of program committee with high impact

Editorial work

Reviewer for a journal

Funding Agency Activity

Serves as a grant reviewer

Public Service through Consultation

Consults on at least 1 occasion for academic or professional groups/agencies

Administrative Activities

Serves as a member of search committee

Serves as a member of reaccreditation or program review committee

Participates in program level service activities (e.g., admissions, curriculum review, comprehensive exams, website updates, recruitment, etc.)

Serves as an advisor to a student organization

### **Assessment Rubric of Faculty Annual Performance in Service**

3.0 = Exceeds Expectations

Provides service to academic program appropriate for rank, **AND**

Provides service to the department, college, university, and field (at least two of four),

**AND**

Provides evidence of active participation in at least

1 Category III activity and 2 Category II or III activities

2.0 = Meets Expectations

Provides service to academic program appropriate for rank, **AND**

Provides service to the department, college, university, or field (at least one of four),

**AND**

Provides evidence of active participation in

1 Category II activity and 2 Category I activities **OR**

2 Category II activities

1.0 = Partially Meets Expectations

Provides service to academic program appropriate for rank, **AND**

Provides evidence of participation in

2 Category I activities

0.0= Does Not Meet Expectations

Indicates unsatisfactory performance in service. Evidence of unsatisfactory performance could include: failure to submit an Annual Faculty Report by the deadline; no evidence of participation in service activities; failure to carry out duties of service roles; refusal to accept reasonable service assignments; and similar behaviors detrimental to the equitable distribution of service responsibilities appropriate for academic program and faculty rank.