Annual Performance Review

Annual Review Report
Tenure/Tenure Track

1. Introduction

The Annual Performance Review (APR) is an opportunity for faculty to reflect on accomplishments of the year and to consider the extent to which established objectives were met. It is not designed to be punitive but instead is for providing a reflective period to determine if goals were met and to work to set achievable goals for the next year. Reviews are based on workload plans collaboratively developed each year between each faculty member and the chair where the distribution of actual (%) effort across the domains of teaching, research, and service is established.

2. Materials for Submission

The APR portfolio includes the following documents:

A. A copy of the approved workload plan (see Appendix A)
B. A completed annual performance review report (see Appendix B)
C. A current CV
D. A completed self-evaluative rubric (see Appendix C). In circumstances where a domain is not relevant for the years APR, faculty will note as such.
E. A paragraph explaining your status/trajectory and a paragraph summarizing the impacts your work is having.

3. Review Process

A. By February 1 of each academic year, each faculty member will electronically submit an APR portfolio to the department chair. The portfolio should be submitted as a single pdf document.
B. The department chair will review all submitted materials, and, by March 1, submit a draft review letter for review, including a completed rubric as an appendix. During the first 2 weeks of March, the department chair will meet individually with each faculty member to discuss the letter. Final letters will be provided to all faculty no later than April 1 of each year.
C. By May 15 of each academic year, each faculty member will meet individually with the department chair to establish a workload plan for the upcoming year.
Workload Plan

1. Introduction

The workload plan provides faculty an opportunity to establish personal objectives for the next academic year. With the collaboration of the department chair, faculty will determine the distribution of actual effort (%) across the domains of teaching, research, service, and administration. The workload plan becomes the basis of the annual performance review (APR) allowing faculty the opportunity to reflect on accomplishments of the year and determine the extent to which the established workload objectives were met.

2. Workload Approval Process

   A. By April 1 of each academic year, each faculty member will electronically submit a workload plan for the following academic year to the department chair. The workload plan and other materials as needed should be submitted as a single MS Word document.

   B. The department chair will review the workload plan and plan a meeting with the faculty member by May 15th.

   C. By May 15 of each academic year, each faculty member will meet individually with the department chair to sign a workload plan for the upcoming year.

3. New Faculty

   New Faculty will establish a workload plan with the department chair within their first month of employment with the University.
APPENDIX A: Sample Workload Plan

FACULTY WORKPLAN AGREEMENT

The faculty workload plan is collaboratively developed each year between each faculty member and the chair where the distribution of actual (%) effort across the domains of teaching, research, and service is established. This process should take place by May 15 of each year.

Name:

Year in Planning:

Contract Type

Directions: On the following pages, please report your planned activities for any of the work domain sections (teaching, research, service and (as appropriate) administration) for which you show a percentage of effort. This plan may be amended to accommodate individual and/or departmental needs. You need only submit work domains sections of planned activities for which you show a percentage of effort.

Record your annual workload distribution below. The total annual percent for full-time should equal 100%.

<table>
<thead>
<tr>
<th>Work Domain</th>
<th>Percentage of Effort (%)</th>
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</thead>
<tbody>
<tr>
<td>Teaching</td>
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<tr>
<td>Research or Creative Activity</td>
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<tr>
<td>Service</td>
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</table>
I. TEACHING XX\%

List courses you intend to teach. If a course is cross-listed and/or team-taught, include all sections on the same line.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Anticipated Enrollment</th>
<th>Credit Hours</th>
<th>Workload Percentage</th>
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Source of Buy Out Funds</th>
<th>Workload Percentage Assigned</th>
<th>Workload Percentage</th>
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**Student Committee**
Please list the name of each doctoral student for whom you are currently serving on a committee. List the type of committee and your role on the committee for next year.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Type of Committee (Candidacy, Dissertation)</th>
<th>Role on Committee (Chair, Member, Methodologist)</th>
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**Student Advising—Doctoral Advisees**
Please list the name of each doctoral student for whom you are the main advisor listed. Place an X under the anticipated status within the program of each student advisee next year. Please make a
note of any new advisees to the program for which you have been assigned or for which you expect to be assigned. Additional rows may be added as needed.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Taking courses</th>
<th>Completed Qualifying Exams/comps</th>
<th>Developing candidacy proposal</th>
<th>Defended final candidacy paper</th>
<th>Developing Dissertation</th>
<th>Defended Dissertation proposal</th>
<th>Defended Final Dissertation</th>
<th>Internship</th>
<th>Completed Program</th>
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**Student Advising—Undergraduate, Non-doctoral Graduate Advisees**

Please list the number of advisees for undergraduate or non-doctoral graduates for which you are listed as the main advisor. For newly admitted non-doctoral students for whom you are expecting to advise, please place the number in parenthesis.

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Current Advisees (expected new in parenthesis)</th>
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<tbody>
<tr>
<td>Undergraduate</td>
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<tr>
<td>Graduate, non-doctorial</td>
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Curriculum, Instructional Development, Program Development, and Assessment/Comprehensive exams (e.g., New course preparation, integration of technology):

Student Recruitment (participating in new student information sessions, student/parent campus visits, recruiting events, etc.):
**Funded Teaching/Training Projects:**
Describe current or ongoing funded teaching or training activities in which you expect to be engaging in the coming year. Include Title, Role, Source (federal, state, local; external, internal; grant, subcontract) & Funding Agency, Amount, Start and End Dates, Percentage of Effort as designated in the approved Transmittal Form

<table>
<thead>
<tr>
<th>Funded Teaching or Training Activity Title</th>
<th>Your Role</th>
<th>Source of Funding</th>
<th>Funding Agency</th>
<th>Amount Funded</th>
<th>Start/End dates</th>
<th>% of Effort</th>
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</table>

**Unfunded Teaching/Training Projects:**
Describe current or ongoing unfunded teaching or training activities in which you expect to be engaging in the coming year. Include Title, Role, start and end dates, and the % effort you would like approval to perform.

<table>
<thead>
<tr>
<th>Unfunded Teaching or Training Activity Title</th>
<th>Your Role</th>
<th>Start/End dates</th>
<th>% of Effort</th>
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</table>
II. RESEARCH or CREATIVE ACTIVITY XX%

Non-Tenure Track Faculty May Include This Section if Applicable to Their Work

Publications, Presentations, Grants, and Other Scholarly Activity: Insert your goals for specific scholarly activities this year.

Scholarly Publications (indicate in press, in revision, in review, in preparation)
- Bold your name for citations
- Indicate submission type for all that apply (R) Refereed (NR) Non-refereed (I) Invited
- *Indicates work including students

<table>
<thead>
<tr>
<th>Working Title and Authors (bold your name)</th>
<th>Type of publication (book, Journal article, Chapter, Technical report, Proceeding, etc.)</th>
<th>Status (in revision, in preparation)</th>
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Public Scholarship (indicate in press, in revision, in review, in preparation):
- Bold your name for citations.
- Indicate submission type for all that apply (R) Refereed (NR) Non-refereed (I) Invited.
- For APR, Indicate Updated Status (i.e., in press, in revision, in review, in preparation) • *Indicates work including students
- These may include but are not limited to blogs, editorials, commentary, notes, book reviews.

<table>
<thead>
<tr>
<th>Working Title and Authors (bold your name)</th>
<th>Type of work (Blog, Editorial, Commentary, Notes, Book Reviews, Other )</th>
<th>Status (in revision, in preparation)</th>
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* Indicates work including students
**Anticipated and Known Presentations (indicate submitted, accepted, in progress, etc.):**

- Bold your name for citations.
- Indicate submission type for all that apply (R) Refereed (NR) Non-refereed (I) Invited (K) Keynote
- *Indicates presentation including students

<table>
<thead>
<tr>
<th>Title and Authors (bold your name)</th>
<th>Type of Conference (International/National, State/Local, Local)</th>
<th>Type of presentation (Refereed, Non-Refereed, Invited, Keynote)</th>
<th>Status (in revision, in preparation)</th>
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Research Institute/Symposia (indicate submitted, accepted, in progress, etc.):

- Name of Institute
- Indicate role (e.g., chair, advisory board member, principal investigator)
- Indicate submission type for institute – (R) Refereed (NR) Non-refereed. In the case of (R) describe the peer-reviewed submission process
- Indicate funding source

<table>
<thead>
<tr>
<th>Name of Institute</th>
<th>Type of Research Institute/Symposium: (International/National, State/Local, Local)</th>
<th>Type of presentation: (Refereed, Non-Refereed, Invited, Keynote)</th>
<th>Indicate role (e.g., chair, advisory board member, principal investigator)</th>
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Presentations Affiliated with Public Scholarship (indicate submitted, accepted, in progress, etc.):

- Bold your name for citations.
- Indicate submission type for all that apply (R) Refereed (NR) Non-refereed (I) Invited (K)
- *Indicates presentation including students

Guest Lecture:
Public Testimony:
Other:

Funded Research/Projects:

- Describe current or ongoing funded research activities in which you expect to be engaging in the coming year. Include Title, Role, and Source (federal, state, local; external, internal; grant, subcontract) & Funding Agency, Amount, Start and End Dates, Percentage of Research Effort as designated in the approved Transmittal Form
- Provide Total
Anticipated Grant Proposals:
- Describe current or ongoing funded research activities in which you expect to be engaging in the coming year. Include Title, Role, and Source (federal, state, local; external, internal; grant, subcontract) & Funding Agency, Amount, Start and End Dates, Percentage of Research Effort - as designated in the approved Transmittal Form; For APR describe status of activity
- Provide Total

New and Other Current or Anticipated Research Activities:
- Describe any new or other research/scholarly activities in which you expect to be engaging in the coming year (may include interdisciplinary projects, student research, etc.).

Research Activity:
III. SERVICE XX%

Service to the Profession – Local/State/ Regional/National/International:
  • List any professional service obligations anticipated for the year. Include Organization Name, Nature of Appointment (elected, appointed, other), Role/Function (Chair, Committee Member, Secretary, etc.)

Academic Program Coordination/Leadership:
  • Program, Role and Anticipated Contributions

University, College, Departmental, and Program Service:
  • List any committee service obligations anticipated for the year. Include Committee Type, Name of Committee, and Role

University:
College:
Departmental: Program:

Community Engagement (workshops, professional development, community service activities, etc.):
  • List community organizations with which you will serve in your capacity as a faculty member. Include Role (e.g., facilitator, session leader, speaker, panelist), Name of Organization, Agency, Committee, or School (e.g., Signature Partnership, state training activities)

Editing and Reviewing:
  • List any editorial and/or review obligations you anticipate for the year. Include Name of Journal, Book, or Conference and Role or Function (e.g., Journal Reviewer, Journal Editor/Co-Editor, Conference Reviewer, Conference Committee)

Funded Service Projects:
  • Describe current or ongoing funded service projects in which you expect to be engaging in the coming year. Include Title, Role Source (federal, state, local; external, internal; grant, subcontract) & Funding Agency, Amount, Start and End Dates, Percentage of Service Effort - as designated in the approved Transmittal Form

Leadership Training or Professional Development:
  • List any leadership training or professional development activities in which you intend to participate. Include anticipated date, name:description, and role (i.e., leader; attendee)
IV. ADMINISTRATION

Include Position Title (e.g., Dean, Vice Dean, Associate/Assistant Dean, Dept. Chair; Assistant Chair, Program Leadership; Center Director, Director); Name of College, Department, or Center; Primary Duties and Responsibilities and Additional Initiatives or Responsibilities:

________________________________________  Date
Faculty Member’s Signature

________________________________________  Date
Chair’s Signature
APPENDIX B: Sample Annual Performance Review Report

Name:
Year in Planning:
Contract Type:
Teaching with Percentage of Time Per Work Load Agreement:
Research or Creative Activity with Percentage of Time Per Work Load Agreement:
Service with Percentage of Time Per Work Load Agreement:
Administration with Percentage of Time Per Work Load Agreement:

I. TEACHING

List courses taught (do not include independent studies and dissertation hours – these go under advising as they are not part of your course load). If a course is cross listed, and/or has combined sections, include all sections on the same line. (This information will be used to help supply context for your teaching work.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Enrollment</th>
<th>Credit Hours</th>
<th>Overload (Y/N)</th>
<th>Overall Evaluation Mean</th>
<th>Format (F2F, Online, Hybrid)</th>
<th>New Prep (Y/N)</th>
<th>Co-taught (Y/N)</th>
<th>Field Experience (Y/N)</th>
<th>X-pay or grant funded (Y/N)</th>
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Other Course Information:
- Evidence of data-informed changes to course in response to Course Evaluations, Student Learning Outcomes (SLOs), Hallmark Assessment Tasks (HATs) and other course-based assessments:
- Participated in course showcase or other related activities:
- Participated in course and/or program recruitment activities as follows:
Advising Students:
- Undergraduate: Program and Total Number
- Graduate Students (non-doctoral): Program and Total Number
- Doctoral Students: Program and Total Number
- Grand Total:

Doctoral Candidates - In Progress:
- Include Student, Program Committee Role, Dissertation Committee Role, and Student’s Work Completed in Review Period via Codes: A=Taking Courses; B=Completed Comps; C=Developing Candidacy Proposal; D=Defended Final Candidacy Paper; E=Developing Dissertation; F=Defended Dissertation Proposal; G=Defended Final Dissertation; H=Internship; I=Completed
- Provide Total

Doctoral Candidates – Completed during Review Period (include only students for whom you chaired or co-chaired Dissertation):
- Include Student, Dissertation Title, Date of Graduation
- Mentored the following students who won awards or recognitions (List names, awards, and UG/G)
- Mentored the following students who published articles (List citation, bold student name(s) and UG/G)
- Mentored the following students who presented at conferences (List citation, bold student name(s) and UG/G)

Ongoing Funded Teaching Projects in Year of Review:
- Title, Role, Source/Amount, Timeframe, Percent of Teaching Time

Teaching and Advising Recognitions: List
Name of Award/Recognition
Department:
College:
University:
State:
Regional:
National:
International:
Other:
Share 3-5 highlights or brief comments regarding teaching (limit to one-half page). If not already included above, consider highlighting from the categories listed below.

**EXAMPLE ARTIFACT CATEGORIES RELATED TO TEACHING**

- Incorporation of ESL approaches in all courses taught, as shown in syllabus or course calendar.
- Incorporation of innovative technology integration in all courses taught, as shown in syllabus or course calendar.
- Student mentorship as evidenced by presentations with students at local, state, regional, national, or international conferences (full citation is required), etc.;
- Documentation of significant/meaningful changes made based on the faculty self-reflection/evaluation of teaching effectiveness;
- Teaching awards/recognition;
- Co-authorship of published manuscripts written with students (full citation is required);
- Successful dissertation proposals or defenses;
- Significant course revision or new course development as evidenced by changes in syllabus and related artifacts;
- Other you deem relevant.
II. RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Publications (published in year of review):
- Indicate submission type for all that apply (R) Refereed (NR) Non-refereed (I) Invited
- Bold your name for citations.
- Quality of Outlet; Provide Impact Factor, Acceptance Rate and/or Readership

Presentations:
- Indicate submission type (R) Refereed (NR) Non-refereed (I) Invited (K) Keynote
- Bold your name for citations.

Research Institute/Symposia (indicate submitted, accepted, in progress, etc.):
- Name of Institute
- Indicate role (e.g., chair, advisory board member, principal investigator)
- Indicate submission type for institute – (R) Refereed (NR) Non-refereed. In the case of (R) describe the peer-reviewed submission process
- Indicate funding source.

Grants and Funded Projects - Grant Preparation and Submission In Year of Review:
- Title, Designation, (e.g., PI, co-PI, Consultant), Role in Writing and Development, Source, Amount, Intended Start and End Date, Status (what occurred in year of review) Submitted (S), In Revision (IR), Funded (F), Not Funded (NF)

Ongoing Funded Research Projects In Year of Review:
- Title, Role (e.g., PI, co-PI, Consultant, Evaluator, Researcher), Source/Amount, Start and End Date, Percentage of Research Time (as designated in the PCF)

Additional Research Contributions:
- Interdisciplinary research projects with Collaborators/Students and Description
- Students involved in research with Collaborators/Students and Description

Research Recognitions:

Name of Award/Recognition
Department:
College:
University:
State:
Regional:
National:
International: Other:
Share 3-5 highlights or brief comments regarding research (limit to one-half page). This section may also include manuscripts that are “in press” or “under review.” If not already included above, consider highlighting from the categories listed below.

EXAMPLE ARTIFACT CATEGORIES RELATED TO RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY
- Author or co-author of additional books, book chapters, or articles in international/national peer-reviewed journals OR regional/state peer-reviewed journals OR refereed conference proceedings OR book reviews published in international/national peer-reviewed journal.
- Editor, co-editor, or associate editor of additional books or international/national peer reviewed journals.
- Membership on additional national/international editorial boards or active reviewer of additional journal articles.
- Creator of published curriculum materials (e.g., videos, DVDs, software, etc.).
- Key personnel of major external grant or contract.
- PI or co-PI of an internal grant.
- Author of additional technical reports (e.g., NCATE, SPA, SACS).
- Research award.
- Juried art exhibits.
- Other you deem relevant.

III. SERVICE

Service to the Profession:
- Include Organization Name, Nature of Appointment (elected, appointed, other), Role/Function (Committee Member, Secretary, etc.), Contributions/Time Involvement

Program Coordination/Leadership:
- Include Program, Role, and Contributions

Committees:
- Include Committee Type, Name of Committee, Role and Contributions

Department:
College:
University:
Community:

Assessment and Program Reports:
- Include reports related to accountability (e.g., APA, PRDs, SLOs) or program development (e.g., new Program Handbook)
- Title of Report, Submitted to/Reviewed by/Contributions
Editing and Reviewing:
- Name of Journal/Book/Conference, Role/Function (e.g., Journal Reviewer, Journal Editor/CoEditor, Conference Reviewer, Conference Committee), Number of Reviews/Issues

Ongoing Funded Service Projects in Year of Review:
- Title, Role, Setting/Context, Source/Amount, Start and End Dates, Percentage of Research Time (as designated in the PCF)

Leadership Training or Skill Development:
- Anticipated Date and Name/Description

Service Recognitions:
List Name of Award/Recognition Department:

College:
University:
State:
Regional: National:
International: Other:

Share 3-5 highlights or brief comments regarding service (limit to one-half page). If not already included above, consider highlighting from the LIST below.

ADDITIONAL SERVICE CONTRIBUTIONS in line with university mission and strategic plan

- Significant mentoring (e.g. mentoring new faculty, adjuncts and teaching assistants).
- Service Awards
- Participation with student organizations (e.g., sponsor/advisor, etc.).
- Participation with schools, school districts, and other educational organizations (e.g., workshops, consulting, etc.).
- Participation with community organizations
- Other you deem relevant.
IV. ADMINISTRATION

Position:
- Include Title (Dean, Vice Dean, Chair, Asst. Chair, Center Director ONLY) and Area/Department

Share 3-5 highlights or brief comments regarding administration (limit to one-half page):

Summary of Accomplishments (limit to one page):

________________________________________
Faculty Member’s Signature             Date

________________________________________
Chair’s Signature                       Date
Appendix C: EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Instruction and Advising</th>
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<tbody>
<tr>
<td><strong>RATING</strong></td>
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<tr>
<td><strong>Distinguished:</strong> (4)</td>
<td>This rating is reserved for those individuals whose performance in teaching, course development, programmatic and/or doctoral advising, and instructional support activities was broadly recognized as distinguished. The breadth and depth of expertise in Teaching A is indicated by: (1) excellent course evaluations and unusually positive informal feedback; (2) challenging course content and curriculum materials that demonstrate command of current subject matter; and (3) high quality pro-active programmatic and/or doctoral advising of the department’s/unit’s M.Ed., Ed.D., and Ph.D. students.</td>
</tr>
<tr>
<td><strong>Proficient:</strong> (3)</td>
<td>This rating is reserved for those faculty whose performance in teaching, course development, programmatic and/or doctoral advising, and instructional support activities was consistently judged of solid quality. These faculty perform in a skillful manner and the scope and substance of their work meets departmental standards.</td>
</tr>
<tr>
<td><strong>Developing:</strong> (2)</td>
<td>This rating is reserved for those faculty whose performance in teaching, course development, programmatic and/or doctoral advising, and instructional support activities was acceptable in some areas, but also demonstrated areas in need of improvement.</td>
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<tr>
<td><strong>Unacceptable:</strong> (1)</td>
<td>This rating is reserved for those faculty whose performance in teaching, course development, programmatic and/or doctoral advising, and instructional support activities was at, or below, the lower rating of merit. A clear pattern of poor performance was established and a general plan for improvement is needed and would be closely monitored.</td>
</tr>
</tbody>
</table>

**OVERALL RATING FOR TEACHING:**
<table>
<thead>
<tr>
<th>RATING</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished: (4)</td>
<td>Faculty performance in research and scholarly writing is nationally/internationally recognized, shows depth in their expertise, and demonstrates a significant contribution to their discipline/field via a combination of peer-reviewed journal articles, book chapters, books, conference presentations, awards, citations, and/or invited talks. Evidence of grant funded projects is apparent.</td>
</tr>
<tr>
<td>Proficient: (3)</td>
<td>Faculty performance in research and scholarly writing demonstrates a contribution to their discipline/field in a combination of peer-reviewed journal articles, book chapters, books, conference presentations, citations, and/or invited talks. There should also be evidence of grant proposal submissions. While not as extensively involved as those rated as distinguished, these faculty would be counted on to perform quality work in a competent and respectable manner.</td>
</tr>
<tr>
<td>Developing: (2)</td>
<td>Faculty performance in research, scholarly writing, presentations, and grant proposal submissions is developing and demonstrates a need for growth in some areas. In need of improvement. This rating is reserved for those faculty whose performance in research and scholarly activities may be acceptable in some areas, but also demonstrates limited evidence in other areas.</td>
</tr>
<tr>
<td>Unacceptable: (1)</td>
<td>Faculty performance in research, scholarly writing, presentations, and funding proposals is in need of significant improvement. This rating is reserved for those faculty whose performance in research and scholarly activities needs greater development.</td>
</tr>
</tbody>
</table>

**OVERALL RATING FOR RESEARCH AND SCHOLARSHIP:**
Possible Artifacts related to Research and Scholarship:
- Author or co-author of articles in international/national peer-reviewed journals
- Author or co-author of book chapters.
- Principal investigator or co-PI on funded external grant/contract.
- Editor, co-editor, or associate editor of books or international/national peer reviewed journals.
- Membership on a national/international editorial board as an active reviewer of at least 3 articles per year.
- One or more major technical reports (e.g., NCATE, SPA, and SACS) may count for a maximum of one "article" in the 3-year review period.
- Refereed presentations
- Invited talks
- Creator of published curriculum materials (e.g., videos, DVDs, software, etc.)
- Juried Exhibits
- Research award
- Citations

<table>
<thead>
<tr>
<th>Service</th>
<th>Service: Institutional and Professional Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATING</td>
<td></td>
</tr>
<tr>
<td>Distinguished: (4)</td>
<td>This rating is reserved for those individuals whose performance in institutional or professional service had a significant impact on the Department, College, University, and/or a professional organization. The faculty member accepted multiple institutional service responsibilities, showed initiative and creativity in service efforts and/or exercised leadership in these activities. The time and effort committed to service went well beyond the usual expectation for a non-tenure track faculty member (above 20% of contract expectations).</td>
</tr>
<tr>
<td>Proficient: (3)</td>
<td>This rating is reserved for those individuals whose performance in institutional or professional service is satisfactory. The faculty member accepted some institutional service responsibilities and exercised leadership in these activities. The time and effort committed to service met expectations for a non-tenure track faculty member (around 20% of contract expectations).</td>
</tr>
<tr>
<td>Developing: (2)</td>
<td>This rating is reserved for those individuals whose performance in institutional or professional service was acceptable in some areas but demonstrated some need for improvement. The faculty member accepted few service responsibilities and/or the quality of his/her institutional service needs to be improved. The overall time and effort committed to service was below 20% of contract expectations.</td>
</tr>
<tr>
<td>Unacceptable: (1)</td>
<td>This rating is reserved for those individuals whose general performance in institutional or professional service was not acceptable. The faculty member accepted or followed through on no institutional service responsibilities. The overall time and effort committed to service was well below 20% of contract expectations. The department chair may establish a general plan for monitoring and improvement.</td>
</tr>
</tbody>
</table>

**OVERALL RATING FOR KNOWLEDGE APPLICATION/SERVICE:**

**OVERALL COMPREHENSIVE RATING:**
### Revision Log:

<table>
<thead>
<tr>
<th>Revision Title</th>
<th>Inserted Revision</th>
<th>Date and Recorded Vote of Faculty Approval (including vote of Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original development of full policy</td>
<td>Full policy</td>
<td>December 2018</td>
</tr>
<tr>
<td>Changed formatting to make the form more accessible</td>
<td></td>
<td>December 2018</td>
</tr>
<tr>
<td>Revised based on faculty feedback</td>
<td></td>
<td>1-30-19</td>
</tr>
<tr>
<td>Presented to faculty for review</td>
<td></td>
<td>2-1-19</td>
</tr>
<tr>
<td>Rubrics revised based on faculty feedback</td>
<td></td>
<td>2-26-19</td>
</tr>
</tbody>
</table>
| POLICY APPROVED BY FACULTY VOTE                    |                   | 3-1-19  
30 FACULTY MEMBERS VOTED  
(68% OF TOTAL NUMBER)  
93% OF FACULTY WHO VOTED APPROVED | |
| Approved by Dean of COE                            |                   | 10/02/19                                                            |
| Approved by Provost                                 |                   |                                                                     |

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Mark S. F. Clarke, Ph.D.  
Associate Provost  
Faculty Development & Fac. Affairs