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| **College** | Watts College of Public Service and Community Solutions |
| **Unit** | School of  |
| **Document** | Faculty Annual Review Criteria/Rubric for Tenured/Tenure Track Faculty |
| **Approved by faculty**  | 11/30/2021 | **Date: 12/07/2021** |
| **Reviewed by Dean** |  | **Date: 12/8/2021** |

**Provost office approval:**

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| **Deborah Clarke, Vice Provost for Academic Personnel** | **Date** |

**Faculty Annual Review Criteria/Rubric for Tenured/Tenure Track Faculty**

(based on the most recent three years)

***Research Activities***

The category of Research captures all research activities, including (but not limited to) research project management and maintenance, peer reviewed articles, book projects, research grants, and conference presentations.

# Articles and chapters in refereed venues

# Books (including monographs, edited volumes and textbooks)

# Grants (both internal and external; specify amount and role)

# Proposals funded. Include funding agency, amount funded, degree of involvement (%, PI, Co-PI, etc.), and dates.

# Proposals submitted. Include funding agency, amount requested, degree of involvement (%, PI, Co-PI, etc.), and dates.

# Other research activities

# Invited publications (e.g., chapters in a book)

# Invited addresses, such as keynotes

# Conference presentations and papers

# Professional-development workshops attended

# Travel to collections for research purposes

# Book reviews, review essays, and research notes

# Honors and awards for scholarship

# Technical reports

# Blogs to disseminate research findings

# In Table 1, ratings are based on column A AND one of columns B or C.

# Table 1. Research Expectations

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A.****Publications** | **B.****Grants** | **C.****Other Research Activities** |
| Excellence in Research – High Merit (5) | 5 or more peer-reviewed journal articles; or, 2 or more authored books | 1 or more external/internal grant funded (PI or Co-PI) | High-level of other research activities |
| Very Good Research (4) | 4 or more peer-reviewed journal articles; or, 1 authored book  | 1 or more external/internal grant submitted | High-level of other research activities |
| Good Research (3) | 3 or more peer-reviewed journal articles; or, 1 edited volume | 1 or more external/internal grant submitted | Some evidence of other research activities  |
| Satisfactory Research (2) | 2 or more peer-reviewed journal articles; or, 1 edited volume | No activity | Some evidence of other research activities  |
| Unsatisfactory Research (1) | No evidence  | No activity | No evidence  |

***Teaching and Instructional Activities***

The category of Teaching captures all teaching activities, including (but not limited to) courses taught, course development, and mentoring of students at all levels.

1. Courses taught and enrollments
2. Course development
3. Course syllabi
4. Teaching materials (e.g. Online Materials)
5. Student course evaluations
6. Peer reviews
7. Descriptions of student mentoring and advising
8. Descriptions of curriculum development activities
9. Pedagogical awards

Student and peer evaluations related to success in course deliver is the primary basis for evaluation. The specific expectations are described in the Table 2. **In addition to course delivery, demonstrated success and accomplishments are considered in an evaluation if provided to the committee by the instructor**: Examples of each are given in Table 3. In Table 2, ratings are based on both columns (A and B).

# Table 2. Teaching Expectations

|  |  |  |
| --- | --- | --- |
|  | **A.****Student and Peer Reviews** | **B.****Additional Teaching Activities (see Table 3)** |
| Excellence in Teaching – High Merit (5) | Median Student and Peer Reviews across all courses above 3.5 on a 5-point scale; A consistent pattern of **multiple positive** open-ended comments across course; adjustments for heavy loads defined as large sections and/or required courses | Course design; advising/mentoring; other teaching achievements |
| Very Good Teaching (4) | Median Student and Peer Reviews across all courses above 3.5 on a 5-point scale; adjustments for heavy loads defined as large sections and/or required courses | Course design; advising/mentoring |
| Good Teaching (3) | Median Student and Peer Reviews across all courses above 3.0 on a 5-point scale; adjustments for heavy loads defined as large sections and/or required courses | Course design; advising/mentoring |
| Satisfactory Teaching (2) | Median Student and Peer Reviews across all courses above 2 on a 5-point scale | No activity |
| Unsatisfactory Teaching (1) | Median Student and Peer Reviews across all courses below 2 on a 5-point scale; A consistent pattern of **multiple negative** open-ended comments across course | No activity |

# Table 3. Examples of Additional Teaching Related Activities

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| Category | Examples |
| Course Design | Designed a new courseSubstantially revised an existing courseConverted an in-person course to an online courseDesigned some new elements of existing courses to enhance learningUpdated existing course materials |
| Advising/Mentoring | Supervised undergraduate honors thesisWrote recommendation letters for studentsMentored and advised undergraduate or graduate students |
| Other teaching activities or accomplishments | Won teaching awardWrote a pedagogical article, case study, or teaching noteRan a teaching workshopTaught greater than expected load or larger than usual coursesCreated and/or supervised an experiential learning project |

***Service Activities***

The category of Service captures all service activities, including (but not limited to) university/college/school service, professional service, and community service.

1. List of committee assignment
2. Description of committee activities
3. Description of services to the profession
4. Description of services to the community

Table 4 presents a large range of service activities for which faculty might be evaluated. For faculty with service requirements in their contracts, the terms of the contract should stipulate which columns are required of the individual. Leadership role does not necessarily require one to be a committee chair, rather it suggest above average active participation in the work of the committee. In Table 4, ratings are based on one of columns A or B **AND** one of columns C or D.

**Table 4. Service Activities and Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A.****Service to School (e.g. Committee)** | **B.****Service to College and/or University (Associate or Full)** | **C.****Service to the Profession** | **D.****Service to the Community** |
| Excellence in Service- HighMerit (5) | Takes leadership role in one or more committees, has major management responsibility forprograms(s) | Takes leadership role in one or more committees, has major management responsibility forprograms(s) | Taking a leadership role in one or more professional groups(e.g. PMRA, APPAM) | Leading one of the followings: outreach activities, building linkages to community groups, diffusing knowledgeto community groups |
| Very Good Service (4) | Serves on one or more committees, has management responsibility forprogram(s) | Serves on one or more committees, has management responsibility forprogram(s) | Major participation in professional groups(e.g., PMRA, APPAM) | Major participation in one of the followings: outreach activities, building linkages to community groups, diffusing knowledgeto community groups |
| Good (3) | Serves on one or more committees, has management responsibility forprogram(s) | Either serves on one or more committees, has managementresponsibility for program(s) | Participation inprofessional groups (e.g., PMRA, APPAM) | Participation in one of the followings: outreach activities, building linkages to community groups, diffusing knowledgeto community groups |
| Satisfactory Service (2) | Either serves on one or more committees | Either serves on one or more committees, has management responsibility forprogram(s) | Participation inprofessional groups (e.g., PMRA, APPAM) | Nothing required |
| Unsatisfactory Service (1) | No activity | No activity | No activity | Nothing required |

**Annual Review Procedure**

* The Annual Review will be based on the most recent three years (i.e., a three-year moving window).
* Each faculty member will be reviewed within the categories of Teaching, Research and Service based on their workload agreement over the past three years. The workload distributions for the past three years should be reported to the Personnel Committee in the Annual Review materials prepared by the faculty member. The Personnel Committee’s numerical assessment of each category will take into account the workload percentage for that category (e.g., the standard workload distribution is 40% Research, 40% Teaching and 20% Service).
* The Personnel Committee will assign a value of 1, 2, 3, 4, or 5 for each faculty member in each category of Research, Teaching and Service. A value of 3 indicates that (taking rank into account) the faculty member is doing their job. A value higher than 3 indicates that the faculty member is displaying higher levels of performance in that category. A value lower than 3 indicates that the faculty member is not performing at a level consistent with expectations for their job.
* It is acceptable for the Personnel Committee to split up the work of completing first drafts of Annual Review (among the members of the committee). However, the full committee must meet again after the drafts have been completed to calibrate the ratings across all faculty members (and adjust any ratings that should be changed based on the group discussion).