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| **College** | **Watts College of Public Service and Community Solutions** |
| **Unit** | **School of Social Work** |
| **Document** | **All Fixed-term Faculty Annual Performance Evaluations** |

**Unit and college approval**

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| --- | --- |
| **Date of approval by the faculty** | **12/1/2021** |
| **Date of review by the dean** | **12/8/21** |

**Provost office approval**

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| --- | --- |
|  |  |
| **Vice Provost for Academic Personnel** | **Date** |

**ARIZONA STATE UNIVERSITY**

**WATTS COLLEGE OF PUBLIC SERVICE AND COMMUNITY SOLUTIONS**

**SCHOOL OF SOCIAL WORK**

SWK 505--

(revised 11/30/2021)

All Fixed-term Faculty Annual Performance Evaluations

Lecturer (all ranks), Clinical Professor (all ranks), Research Faculty (all ranks), Professor of Practice, and Academic Professionals

The purpose of this document is to specify the processes, criteria, and measures used in the School of Social Work to achieve the goals of the annual performance review.  Each year’s faculty evaluations are made based on the previous one year of work.  Fixed-term faculty members who have been employed less than one year at the School of Social Work will be evaluated on their performance to date, with performance prorated accordingly.

The number of members on the Annul Performance Evaluation Committee (APE) may vary by year based on the anticipated committee workload for the upcoming academic year. For the Annual Performance Evaluation Committee to conduct business, 3-6 fixed term faculty members must participate. Elected members cannot include Instructor ranks and must be senior ranks or higher and will serve a two-year staggered term. Members of the APE Committee will vote to determine if they will convene as a committee of the whole or utilize a subcommittee structure. Committee work will follow the Duties and Responsibilities outlined in SWK 104-02.

Duties and Responsibilities of the Annual Performance Evaluation (APE)Committee:

1. Committee members prepare a report corroborating each fixed-term faculty member’s self-rating in accordance with ACD and School of Social Work assessment policy (SWK 501) and College deadlines, to be turned in to the SSW Director or the faculty’s supervisor as specified in their annual contract. The report will be based on the materials each fixed-erm faculty member submits.
2. In cases where the faculty member and Director/Supervisor cannot reach agreement on merit rating, the APE committee will be available to provide an independent written evaluation at the request of the Director/Supervisor or the fixed-term faculty member. The evaluation will reflect the standards for faculty performance as outlined in the relevant School of Social Work policies.

The School of Social Work annual performance evaluation review will be conducted in accordance with the deadlines and procedures established by the Arizona Board of Regents, Arizona State University and the Watts College of Public Service and Community Solutions.

**1.     COMPLETING THE ONE-YEAR ACTIVITY REPORT (CALENDAR YEAR) & ANNUAL PERFORMANCE EVALUATION**

**ASU Vita data entry.**  Before the ASU established annual deadline, faculty members are required to update their information as part of the ASU Vita program. The following categories need to be populated as applicable unless the system has populated them automatically.  It is advisable, however, that system-generated data are reviewed by the faculty member for whom they are generated.  Expectations depend on the faculty’s rank and specified in the employment contract. This may/may not include any/all of the following:

Teaching and Instruction (5 indicators)

* Student Evaluations; Teaching skills; Peer Evaluations; Teaching Leadership; and or Teaching Innovation as outlined in the benchmarks

Service and Auxiliary Activities

* Department committee; Auxiliary services as outlined in the benchmarks

Research (3 indicators)

* Scholarship activities; Applied activities; Research auxiliary activities as outlined in the benchmarks

Administration and other responsibilities (as defined by contract)

**2.     EVALUATION CRITERIA FOR THE ONE-YEAR ACTIVITY REPORT (CALENDAR YEAR) & ANNUAL PERFORMANCE EVALUATION**

Each year, all fixed-term faculty will complete the **Self-Rating Assessment** **form** (see last page) using the below merit categories (i.e., 5 – 1). The Self-Rating Assessment will provide written rationale based on performance benchmarks described below and will be based on a 1-year timeframe. The merit rating will reflect self-assigned performance ratings across two areas (teaching and service/auxiliary activities) based on the merit criteria. Moreover, faculty should include a section about future goals and needed resources.

Based on the productivity, achievement, and the approved benchmarks, individual faculty members will self-assign one of five possible ratings for their 1-year annual performance: **5) EXTRAORDINARY, 4) EXCEEDS EXPECTATIONS, 3) MEETS EXPECTATION, 2) PARTIALLY MEETS EXPECTATION, or 1) UNSATISFACTORY** (see Benchmarks) for teaching and service.  The below categories are guidelines; if a faculty member can demonstrate impact, innovation or productivity through other metrics, they are encouraged to do so.  When filling out the numerical self-rating, faculty should report their % effort per year in each area of teaching, and service.

Faculty should also submit, with their Self-Rating Assessment form, a current copy of their CV.

\* Lecture and Clinical Assistant faculty may show potential for leadership, and teaching innovation in ways that are more consistent with early career scholars; all faculty should demonstrate leadership consistent with rank.

 **BENCHMARKS**

 **Extraordinary Performance (5)**

**TEACHING AND INSTRUCTION**

 **(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**
* Demonstrate overall course evaluation mean of 1.4 or lower across all courses in question directly related to teaching skills.
1. **TEACHING SKILLS**

E*xtraordinary performance as evidence by demonstrated accomplishment in 20 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”
1. **PEER EVALUATIONS (Optional unless required for promotion)**
* Received a score of Excellent on peer evaluation
1. **TEACHING LEADERSHIP**

*Demonstrate a combined total of any 4 activities taken from the following two indicators (Teaching Leadership and/or Teaching Innovation)*

* Responsible for Lead/Co-Lead activities of a course/courses *(one course* would count towards the “4” activities required for Extraordinary) that involves taking the lead in updating development of course shell and syllabi to ensure course material is available at the appointed time while supporting other Faculty teaching the course and/or
* Create and execute a new course offering and/or
* Mentoring students via student honors contracts and/or
* Participating in Barrett’s Honor’s Projects as a committee member and/or
* Mentor students from underserved/underrepresented groups that upholds the Schools commitment to inclusion.

**E. TEACHING INNOVATION**

* Provide two or more teaching workshops/ instruction for the school, college, university, or community with a focus on teaching innovation and/or
* Incorporate school, college, or university training/trainings on courses you teach and/or use classroom technology to enhance teaching innovation in your classroom and/or
* Evidence of introducing innovative ways in teaching that address oppression, diversity, inclusivity, with an emphasis on underrepresented populations and populations of the Southwest and/or
* Attend at least 3 or more workshops offered in our department in professional development and/or
* Book publications or journal publications, and/or
* May also include other “Extraordinary” teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above.

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and fixed-term meeting is considered part of your employment and not considered a service activity

* All fixed-term faculty are expected to participate on three departmental committee from the following list*:* Standards Committee, Fixed-Term Performance Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee
* Fixed faculty may be required to engage in three or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community:

**AUXILIARY ACTIVITIES**

* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees and/or
* Possess an LCSW and in good standing with the Board of Behavioral Health Examiners and/or
* Serve in the capacity of a faculty advisor for a student organization and/or
* Present at external/internal conferences/trainings/workshops on behalf of the school, college, university or community and/or
* Provide guest lectures for other instructors/courses within ASU and/or
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research and/or
* Leadership roles on Certificates, Programs, Centers, or Offices and/or
* Chair a departmental committee and/or
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.) and/or
* Serve as a field liaison or field instructor and/or
* Serve on the Strategic Planning Priority teams and/or
* Activities involving marginalized communities that uphold the school’s commitment to inclusion and/or
* Other service activities that serve the school, college, university and/or the community and/or
* Outreach and recruitment activities with community partners and the department, College or University and/or
* Publication that can include books, chapters, or journals
* May also include other teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above

 **Exceeds Expectations (4)**

**TEACHING AND INSTRUCTION**

 **(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**
* Demonstrate overall course evaluation mean of 1.41 to 1.5 across all courses in question directly related to teaching skills.
1. **TEACHING SKILLS**

Exceeds expectation *as evidence by demonstrated accomplishment in 17 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”
1. **PEER EVALUATIONS (Optional unless required for promotion)**
* Received a score of Proficient on peer evaluation
1. **TEACHING LEADERSHIP**

*Demonstrate a combined total of any 3 activities taken from the following two indicators (Teaching Leadership and/or Teaching Innovation)*

* Responsible for Lead/Co-Lead activities of a course/courses *(one course* would count towards the “3” required activities for Exceeds Expectations) that involves taking the lead in updating development of course shell and syllabi to ensure course material is available at the appointed time while supporting other Faculty teaching the course and/or
* Create and execute a new course offering and/or
* Mentoring students via student honors contracts and/or
* Participating in Barrett’s Honor’s Projects as a committee member and/or
* Mentor students from underserved/underrepresented groups that upholds the Schools commitment to inclusion.
1. **TEACHING INNOVATION**
* Provide one or more teaching workshops/ instruction for the school, college, university, or community with a focus on teaching innovation and/or
* Incorporate school, college, or university training/trainings on courses you teach and/or use classroom technology to enhance teaching innovation in your classroom and/or
* Evidence of introducing innovative ways in teaching that address oppression, diversity, inclusivity, with an emphasis on underrepresented populations and populations of the Southwest and/or
* Attend at least 2 or more workshops offered in our department in professional development and/or
* Book publications or journal publications and/or
* May also include other teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and fixed-term meeting is considered part of your employment and not considered a service activity

* All fixed-term faculty are expected to participate on two departmental committee from the following list*:* Standards Committee, Fixed-Term Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee
* Fixed faculty may be required to engage in two or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community:

**AUXILIARY ACTIVITIES**

* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees and/or
* Possess an LCSW and in good standing with the Board of Behavioral Health Examiners and/or
* Serve in the capacity of a faculty advisor for a student organization and/or
* Present at external/internal conferences/trainings/workshops on behalf of the school, college, university or community and/or
* Provide guest lectures for other instructors/courses within ASU and/or
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research and/or
* Leadership roles on Certificates, Programs, Centers, or Offices and/or
* Chair a departmental committee and/or
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.) and/or
* Serve as a field liaison or field instructor and/or
* Serve on the Strategic Planning Priority teams and/or
* Activities involving marginalized communities that uphold the school’s commitment to inclusion and/or
* Other service activities that serve the school, college, university and/or the community and/or
* Outreach and recruitment activities with community partners and the department, College or University and/or
* Publication that can include books, chapters, or journals
* May also include other teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above

 **Meets Expectation (3)**

**TEACHING AND INSTRUCTION**

 **(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**
* Demonstrate overall course evaluation mean of 1.51 to 1.6 across all courses in questions directly related to teaching skills.

1. **TEACHING SKILLS**

Meets Expectation *as evidence by demonstrated accomplishment in 15 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”
1. **PEER EVALUATIONS (Optional unless required for promotion)**
* Received a score of Satisfactory on peer evaluation
1. **TEACHING LEADERSHIP**

*Demonstrate all of the following indicators:*

* Teach the required number of contracted courses
* Provide leadership to students as needed during office hours
* Assist students who are failing to meet course standards
* Provide classroom management
* Encourage students’ retention and success especially with underserved/marginalized groups while upholding the Schools commitment to inclusion.
1. **TEACHING INNOVATION**

*Demonstrate all of the following indicators:*

* Attend one workshop offered in our department in professional development
* Effectively uses provided classroom technology as needed for course delivery
* Course materials are current and relevant to course
* Some evidence of diverse, inclusive, and equitable course material with an emphasis on marginalized populations and populations of the southwest

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and fixed-term meeting is considered part of your employment and not considered a service activity

* All fixed-term faculty are expected to participate on one departmental committee from the following list*:* Standards Committee, Fixed-Term Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee
* Fixed faculty may be required to engage in one or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community:
* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees
* Possess an LCSW and in good standing with the Board of Behavioral Health Examiners
* Serve in the capacity of a faculty advisor for a student organization
* Present at conferences/trainings/workshops for the school, college, university or community
* Provide guest lectures for other instructors/courses
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research
* Leadership on Certificates, Programs, Centers, or Offices or as a Chair of a departmental committee
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.)
* Serve as a field liaison
* Serve on the Strategic Planning Priority teams
* Activities involving underserved and/or underrepresented communities that uphold the school’s commitment to inclusion
* Publication that can include books, chapters, or journals

**Partially Meets Expectations (2)**

**TEACHING AND INSTRUCTION**

 **(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**
* Demonstrate overall course evaluation mean of 1.61 to 1.8 across all courses in questions directly related to teaching skills. Multiple complaints from students and or faculty

1. **TEACHING SKILLS**

Partially meets expectation a*s evidence by demonstrated accomplishment in 12 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”
1. **PEER EVALUATIONS (Optional unless required for promotion)**
* Received a score of Needs Improvement on peer evaluation
1. **TEACHING LEADERSHIP**

*Demonstrate the following indicators:*

* Teach the required number of contracted courses
* Is not available during office hours
* Slow response to student correspondence
* Errors found in course syllabus, assignments, Canvas, grading, classroom organization and management
* Improvement needed when working with students from marginalized groups and or not upholding the Schools commitment to inclusion
1. **TEACHING INNOVATION**
* No evidence of professional development or teaching innovation during evaluation period. Course is taught using minimal technology and resources available to enhance the course. Limited evidence of oppression, diversity, and inclusion in course material. Course has limited evidence of course materials focused on marginalized populations of the Southwest.

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and fixed-term meeting is considered part of your employment and not considered a service activity

* All fixed-term faculty are expected to participate on one departmental committee from the following list*:* Standards Committee, Fixed-Term Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee. There is evidence of inconsistent activity in departmental committee or Auxiliary activities benchmarks.
* Fixed faculty may be required to engage in one or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community and there is evidence of inconsistent activity in Auxiliary Activities benchmarks such as:
* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees
* Serve in the capacity of a faculty advisor for a student organization
* Present at conferences/trainings/workshops for the school, college, university or community
* Provide guest lectures for other instructors/courses
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research
* Leadership on Certificates, Programs, Centers, or Offices or as a Chair of a departmental committee
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.)
* Serve as a field liaison
* Serve on the Strategic Planning Priority teams
* Activities involving underserved and/or underrepresented communities that uphold the school’s commitment to inclusion
* Publication that can include books, chapters, or journals

**Unsatisfactory Performance (1)**

**TEACHING AND INSTRUCTION**

 **(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**
* Demonstrate overall course evaluation mean of 1.81 or higher across all courses in question directly related to teaching skills.

1. **TEACHING SKILLS**

Unacceptable level of performance as evidenced by less than 12 *of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”
1. **PEER EVALUATIONS (Optional unless required for promotion)**
* Received a score of Unsatisfactory performance on peer evaluation
1. **TEACHING LEADERSHIP**

*Demonstrates the following indicators:*

* Unannounced or missed class sessions and/or no attempt to get coverage
* Significant issues reported by students in Canvass, syllabus, assignments, grading, office hours, classroom management
* Consistently fails to respond to student correspondence
* Significant improvement is needed when working with students from marginalized populations
* Not upholding the School commitment to inclusion
1. **TEACHING INNOVATION**

*Demonstrates the following indicators:*

* No evidence of professional development or teaching innovation during evaluation period. Faculty’s course has not been updated since the last time teaching.
* Course is taught using minimal technology and resources available to enhance the course. Limited evidence of oppression, diversity, and inclusion in course material. Course has limited evidence of course materials focused on marginalized populations of the Southwest.

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and fixed-term meeting is considered part of your employment and not considered a service activity

* All fixed-term faculty are expected to participate on one departmental committee from the following list*:* Standards Committee, Fixed-Term Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee. There is no evidence of activity on departmental committees.
* Fixed faculty may be required to engage in one or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community. There is no evidence of Auxiliary Activities in the following benchmarks:
* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees
* Serve in the capacity of a faculty advisor for a student organization
* Present at conferences/trainings/workshops for the school, college, university or community
* Provide guest lectures for other instructors/courses
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research
* Leadership on Certificates, Programs, Centers, or Offices or as a Chair of a departmental committee
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.)
* Serve as a field liaison
* Serve on the Strategic Planning Priority teams
* Activities involving underserved and/or underrepresented communities that uphold the school’s commitment to inclusion
* Publication that can include books, chapters, or journals

**RESEARCH ACTIVITIES**

1. **RESEARCH SCHOLARSHIP ACTIVITIES (Body of Scholarship; Scholarly/creative publications/deliverables)**

Scholarship activitiesmay include the following:

* Publish in peer-reviewed professional journals; and/or
* Contribute to books or book chapters; and/or
* Produce detailed reports; and/or
* Produce documents such as training/curriculum manuals, policy reports, white papers; and/or
* Present research findings: oral presentations or posters; and/or
* Research recognition: Local, national, or international recognition or awards for scientific / conceptual leadership, or for significance of research; and/or for innovation, copyrights, patents or other external symbol of innovations, ranking of one’s intervention(s) as evidence-based; and/or for impact of research on populations, organizations, and/or communities of interest

 **Extraordinary Performance (5)**

Lead on at least two (2), and actively contribute to at least four (4) or more scholarly activities/deliverables, working with internal and/or external team members to demonstrate an active role in these deliverables becoming available

 **Exceeds Expectations (4)**

Lead on at least one (1), and actively contribute to at least three (3) or more scholarly activities/deliverables, working with internal and/or external team members to demonstrate an active role in these deliverables becoming available

 **Meets Expectations (3)**

Contribute to three (3) scholarly activities/deliverables by collaborating with internal and/or external team members to assist in deliverables becoming available

**Partially Meets Expectations (2)**

Contribute to 1-2 scholarly activities to assist in deliverables becoming available

**Unacceptable Performance (1)**

Contribute to development of scholarly activities but no deliverable products produced during the year

**RESEARCH ACTIVITIES**

1. **RESEARCH APPLIED ACTIVITIES**

Applied activities may include the following:

* Contribute to social media, newsletters, invited commentary; and/or
* Disseminate research findings or clinical expertise to practitioners; and/or
* Serve as a reviewer for peer-reviewed journals or funding agencies; and/or
* Serve as an editor; and/or
* Contribute to the research development of students, especially those from underrepresented or underserved groups; and/or
* Serve on external boards, coalitions, or committees; and/or
* Serve on Data Safety Monitoring Boards, Institutional Review Boards or other research oversight groups; and/or
* Develop/sustain partnerships

 **Extraordinary Performance (5)**

Demonstrates an exceptional degree of providing own research applied activities by contributing as a lead or co-lead in writing for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or overseeing and mentoring student(s)' development of research skills; and/or contributing time and effort in developing and sustaining internal and external partnerships/collaborations

**Exceeds Expectations (4)**

Demonstrates a high degree of providing own research applied activities by contributing as a co-lead in writing for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or mentoring student(s)' development of research skills; and/or time and efforts contributing time and effort in developing and sustaining internal and external partnerships/collaborations

**Meets Expectations (3)**

Demonstrates an average degree of providing own research applied activities by contributing in writing for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or mentoring student(s)' development of research skills; and/or participating in planning for internal and external partnerships/collaborations

**Partially Meets Expectations (2)**

Demonstrates some degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or mentoring student(s)' development of research skills; and/or participating in discussions for internal and external partnerships/collaborations

**Unacceptable Performance (1)**

Demonstrates minimal degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or reviewing student(s)' development of research skills; and/or participating in discussions for internal and external partnerships/collaborations

**RESEARCH ACTIVITIES**

1. **RESEARCH AUXILIARY ACTIVITIES**

Auxiliary activities may include the following and demonstrate the ability to provide research support in any of the following ways:

* Contribute to the writing, conceptualization, and submissions of proposals for funding; and/or
* Receive proposal funding; and/or
* Implement research projects as PI, co-PI, co-investigator, with special recognition for mentoring students and others from underrepresented or underserved groups

 **Extraordinary Performance (5)**

Demonstrates an exceptional degree of providing own and department's research activities by contributing as a lead or co-lead in writing, receiving, implementing proposals and projects; leading, determining and delegating tasks to others, including students and others from underrepresented or underserved groups; contributing original written analysis and narratives; designing timelines and activities; and/or managing multiple aspects of at least one research project

**Exceeds Expectations (4)**

Demonstrates a high degree of providing own research activities by contributing as a co-lead in writing, receiving, implementing projects; determining and delegating tasks to others including students and others from underrepresented or underserved groups; contributing original written analysis and narratives; designing timelines and activities; and/or managing multiple aspects of at least one research project

**Meets Expectations (3)**

Demonstrates an average degree of providing own research activities by contributing as a member of a team that writes proposals; works with students and others from underrepresented or underserved groups; on research projects; and/or manages aspects of own research work including timeline and activities

 **Partially Meets Expectations (2)**

Demonstrates some degree of providing to own research activities by contributing as a member of a team and produces some work tasks including timeline and activities

 **Unacceptable Performance (1)**

Demonstrates minimal degree of providing own research activities as a member of a team by showing up to team meetings but contributing to few activities or tasks

|  |
| --- |
| **BENCHMARKS SUMMATIVE TABLE**  |
|   | **TEACHING**  | **SERVICE AND AUXILIARY ACTIVITIES**  |  **RESEARCH ACTIVITIES** |
| **Extraordinary**  (5)  | Student Evaluations* Mean of 1.4 or lower across all courses

Teaching Skills* Evidence 20 of the 20 areas outlined in benchmark

Peer Evaluations* Score of Excellent

Teaching Leadership and/or Teaching Innovation * Evidence of any 4 activities from either indicator

  | Evidence of three or more activities from departmental committeesEvidence of three or more Auxiliary Activities  | **RESEACRH SCHOLARSHIP ACTIVITIES**Lead on at least two (2), and actively contribute to at least four (4) or more scholarly activities/deliverables**RESEARCH APPLIED ACTIVITIES**Evidence that demonstrates an exceptional degree of providing own research applied activities by contributing as a lead or co-lead in writing for dissemination which may include variety of materials**RESEARCH AUXILIARY ACTIVITIES**Demonstrates an exceptional degree of providing own and department's research activities by contributing as a lead or co-lead in writing, receiving, implementing proposals and projects  |
| **Exceeds Expectations** (4)  | Student Evaluations* Mean of 1.4 to 1.5 across all courses

Teaching Skills* Evidence 17 of the 20 areas outlined in benchmark

Peer Evaluations* Score of Proficient

Teaching Leadership and/or Teaching Innovation * Evidence of any 3 activities from either indicator
 | Evidence of two activities from departmental committeesEvidence of two Auxiliary Activities  | **RESEACRH SCHOLARSHIP ACTIVITIES**Lead on at least one (1), and actively contribute to at least three (3) or more scholarly activities /deliverables**RESEARCH APPLIED ACTIVITIES** Demonstrates a high degree of providing own research applied activities by contributing as a co-lead in writing, for dissemination which includes a variety of materials /writings**RESEARCH AUXILIARY ACTIVITIES**Evidence that demonstrates a high degree of providing own research activities by contributing as a co-lead in writing, receiving, implementing projects  |
| **Meets expectations****(3)** | Student Evaluations* Mean of 1.51 to 1.6 across all courses

Teaching Skills* Evidence 15 of the 20 areas outlined in benchmark

Peer Evaluations* Score of Satisfactory

Teaching Leadership and/or Teaching Innovation * Demonstrate all of the indicators in both categories
 | Evidence of one activity from departmental committeesEvidence of one activity from Auxiliary Activities  | **RESEACRH SCHOLARSHIP ACTIVITIES****Contributes to three (3) scholarly activities/deliverables by collaborating with internal/external team members that assist deliverables becoming available****RESEARCH APPLIED ACTIVITIES****Demonstrates an average degree of providing own research applied activities by contributing in writing for dissemination which may include a variety of materials** **RESEARCH AUXILIARY ACTIVITIES****Demonstrates an average degree of providing own research activities by contributing as a member of a team that writes proposals** |
| **Partially Meets Expectations****(2)**  |   Student Evaluations* Mean of 1.61 to 1.8 across all courses

Teaching Skills* Evidence 12 of the 20 areas outlined in benchmark

Peer Evaluations* Score of Needs Improvement

Teaching Leadership and/or Teaching Innovation * Demonstrate all of the indicators in both categories
 | Evidence of inconsistent activity from departmental committeesEvidence of inconsistent activity in Auxiliary Activities benchmarks  | **RESEACRH SCHOLARSHIP ACTIVITIES**Contribute to 1-2 scholarly activities to assist in deliverables becoming available **RESEARCH APPLIED ACTIVITIES**Evidence that some degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials **RESEARCH AUXILIARY ACTIVITIES**Demonstrates some degree of providing own research activities by contributing as a member of a team and produces some work tasks including timeline and activities  |
| **Un-****satisfactory****(1)** | Student Evaluations* Overall course evaluation of 1.81 across all courses

Teaching Skills* Evidence of less than 12 of the 20 areas outlined in benchmark

Peer Evaluations* Score of Unsatisfactory

Teaching Leadership and/or Teaching Innovation * Demonstrate all of the indicators in both categories
 | Evidence of no activities on departmental committeesEvidence of no Auxiliary Activities  | **RESEACRH SCHOLARSHIP ACTIVITIES**Contribute to development of scholarly activities but no deliverable products produced during the year **RESEARCH APPLIED ACTIVITIES**Demonstrates minimal degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials **RESEARCH AUXILIARY ACTIVITIES**Demonstrates minimal degree of providing own research activities as a member of a team by showing up to team meetings but contributing to few activities or tasks |

**Self-Rating Assessment** **Form**

**Name:**

**Annual review for (year):**

1. **Teaching and Instruction (address 5 indicators) narrative to support Merit Category**:

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

1. **Service and Auxiliary Activities narrative to support Merit Category**:

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

1. **Research to narrative to support Merit Category:**

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

1. **Administration: (see employment contract)**

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

**Circle mean OVERALL MERIT CATEGORY**: 1, 2, 3, 4, 5

**Professional Goals for Success in the Coming Year:**

Remember, in addition to this form, please submit a current copy of your CV.