

UNIVERSITY *of*
NORTHERN COLORADO



College of Health and Human Sciences

FACULTY PERFORMANCE EVALUATION

AND

DOSSIER PREPARATION

2004-2005

College of Health and Human Sciences Faculty Performance Evaluation and Dossier Preparation

Introduction

All faculty members in the College of Health and Human Sciences being reviewed for reappointment, promotion, tenure, appointment to the graduate faculty, and post-tenure review shall be evaluated in accordance with university policy and HHS criteria and procedures. This document provides the philosophy behind the performance evaluation process in HHS and describes the specific items that should be addressed in every faculty dossier. This document is meant to guide faculty letting them know what they need to do to make a case for a successful performance evaluation by identifying the issues they need to focus on. It is meant to be helpful to department/school review committees by providing guidance on the types of questions that need to be asked when evaluating a faculty member's performance. It is meant to be helpful to Chairs/Directors and Dean by providing a common format that can be used for making comparisons of the merits of various performance evaluations and for assuring equity within the department/school and the college.

Faculty quality is the principal factor determining the quality of a university. In accordance with the mission of the College of Health and Human Sciences to deliver undergraduate and graduate education of the highest quality and to advance knowledge through teaching, scholarship, and service of distinction, HHS intends to maintain standards for faculty performance evaluation that will assure high quality and productivity in every program.

It is the responsibility of individual faculty members to consult with their Chair/Director and Dean to ensure that they fully understand the faculty performance evaluation standards and process. The dossiers are the foundation on which faculty will be reviewed for reappointment, promotion, tenure, appointment to the graduate faculty, and post-tenure review. The dossier must provide the information needed to apply the college standards uniformly to all members of the faculty and their content must be standard for the entire college.

Performance Evaluation System

The College of Health and Human Sciences has established criteria and procedures to evaluate faculty performance for the purpose of making retention, promotion, tenure, post-tenure review, annual review, graduate faculty status, and merit pay decisions. The College criteria and procedures are designed to conform to the Board of Trustees Policy and the College Academic Program Plan, strengthen the academic quality of the faculty, and enhance the reputation of the programs within the College.

The criteria and procedures guide the faculty in meeting the mission of the College to provide the best possible education for its students, to contribute to the advancement of knowledge and the solution of significant problems through education, scholarship, and service, and to serve the people of Colorado and the Nation. The Performance Evaluation System is designed to assess the accomplishments of the faculty in the areas of teaching, scholarship, and service and serve as a measure in determining the level of success in addressing the four initiatives of the College's academic programs; quality, leadership, innovation, and collaboration.

A college is only as good as its faculty. The way to improve the quality of the faculty is through rigorous

application of high standards in the selection of new faculty and in the establishment of equally rigorous evaluation standards to be used for retention, reward, promotion, tenure and post-tenure review. The evaluation process is critical to continuing high academic quality and an integral part of shared governance in effectively administering the University. The HHS Faculty Performance Evaluation System serves two purposes: (1) to provide feedback information for faculty growth and development and (2) to provide evaluative information on which to base personnel decisions

Philosophy

The College of Health and Human Sciences is a unique college within the University of Northern Colorado composed of faculty members in a variety of health and human service professions. These diverse programs all contribute to the mission of the college and university, but do so in various ways. Therefore it is a challenge to evaluate faculty members across programs. The college is committed to providing a performance evaluation system with criteria in place to recognize and reward excellent faculty teaching, scholarship, and service based on the quality of faculty efforts in each of the three areas. The emphasis of the performance evaluation in each of the three areas of faculty responsibility is on the impact, outcome, significance, and/or results of their accomplishments. *Simply quantifying or enumerating accomplishments will not meet the standards for an acceptable evaluation. Faculty members are required to include in their dossier evidence of their accomplishments in teaching, scholarship, and service. Illustrating the impact, outcome, significance, and/or results of what they have accomplished in each area of responsibility, teaching, scholarship, and service.*

General Considerations in Preparing Your Dossier

Each faculty member shall prepare a dossier bound in a single, 1 1/2 inch loose leaf-leaf binder. Materials are to be included in the binder in the order listed in the **Dossier Contents** section, with indexed separations. Do not include material other than that requested. Label the cover and spine of the binder with your name, department/school, indicate the nature of the dossier, (e.g. tenure and promotion to Associate Professor, post-tenure review, etc). Do not put pages in plastic sleeves as this makes the folders too bulky and pages difficult to review. Place University forms requiring signatures appropriate to your performance evaluation in a pocket divider at the beginning of the dossier.

Any dossiers delivered to the Dean's office that fail to meet the stated requirements will NOT be accepted for consideration.

The dossier is your primary database for your performance evaluation. You should consider the documents in your dossier as reference documents, documents that readers are more likely to scan than read cover to cover. It is therefore in your best interest that the information be displayed in an easy to scan format. As you prepare your dossier consider the reader/evaluator. Use scanning tools effectively. Bold type, underlining, type size, type variety (italics), centering of text, spacing of text, headings, and labels all help create a easy to scan dossier. Be sure to use each of these items in a consistent manner. All things in bold type should be of equal importance, as should all things in large point type or underlined or centered. You may wish to abbreviate some terms, (such as professional organizations you work with) in order to make your material easier to scan. You should be aware not all readers/evaluators will know what the abbreviation means. If you are using abbreviations be sure to spell out the name in full the first time you use the abbreviation. The material in your dossier is going to "make your case" on your performance evaluation. As you prepare your materials follow these three simple rules:

Keep it simple; Keep it organized; Keep it professional.

Dossier Contents

Individual faculty members who are under comprehensive review must submit a dossier documenting their accomplishments. The contents of the dossier divide naturally into the areas in which faculty performance is evaluated: teaching/advising, scholarship, and service. The ordering of all of the materials in the dossier is as follows:

Pocket divider

1. Appropriate university request forms.
2. Faculty evaluation from the academic unit
3. Chair/Director evaluation
4. Dean Evaluation

Tab 1- Comprehensive Performance Report and Vita

- a. A brief narrative summary performance report of accomplishments since the last review.
- b. Up-to-date curriculum vitae
- c. External peer review letters

Tab 2-Performance Report of Teaching/Advising

Tab 3- Performance Report of Scholarship

Tab 4- Performance Report of Service

Teaching

Teaching undergraduate and graduate students is an important responsibility of the faculty in HHS. All faculty members have an obligation to teach well and use a scholarly approach to improve their work. Excellence in teaching occurs when the instructor effectively engages students in their own learning and creates a variety of learning opportunities that arouse students' curiosity and stimulates them to engage in creative working order to achieve the course/curriculum goals.

Excellent teachers are those who critically evaluate research findings, current practice, and other educational materials related to their field of specialization and incorporate them into their course offerings. It is imperative that faculty use strategies that enhance student learning and have assessments that reflect a commitment to teaching excellence. Assessments of faculty performance in this regard should focus on teaching effectiveness, which is not to be confused with popularity or adherence to any particular teaching style. It is the responsibility of the faculty member being evaluated to provide materials sufficient to demonstrate that they are effective teachers and mentors who develop their students' ethical and critical thinking and analytical and expressive abilities.

Excellent teachers use current ideas about teaching and learning thereby applying the best methods available to support student learning. . Assessment on many different levels is a key component of excellence in teaching. Excellent teachers gather evidence to understand the impact of their teaching on learning and to improve their instructional approaches. They invite peer review and often collaborate with others to strengthen their instruction and the environment that supports student learning. When teaching is excellent students are exposed to learning activities that encourage critical and creative thinking so that the skill may be developed long after completion of the program.

A variety of attributes go together to define an excellent teacher. Faculty members should demonstrate a sincere interest in students and how they learn, an enthusiasm for teaching, and ability to stimulate students to think and learn, and an ability and willingness to contribute to the overall objectives of their academic unit. They should be up to date in their subject matter, organized and prepared, and excellent communicators. Another attribute necessary for excellence in teaching is the relationship between the individual faculty member and the other members of the academic unit. An excellent teacher should establish effective working relationships with other members of the academic unit and be able to demonstrate a level of trust, openness in

communication, collaborative efforts, sharing of ideas and resources, recognition of valued activities of their academic unit, common goals with their academic unit, mutual support, and mentoring of junior faculty.

Faculty members must provide materials in their dossier sufficient to demonstrate that they are excellent teachers, as described above, and mentors to students. The materials in the dossier should show the scope and quality of the faculty member's teaching performance and value to their academic unit.

The range of information about teaching that can be collected and presented is very broad. The following list is not intended to be all-inclusive. It is provided as a suggested list from which to select items for inclusion in your dossier to demonstrate excellent teaching.

- Summary of your own practices, approaches, and attitudes to teaching and student learning.
- Evidence of the way you monitor or evaluate your classes and teaching.
- How you identify student difficulties and encourage participation in courses or programs.
- Description of student assessment methods and rationales and feedback to students.
- Methods in supervising students.
- Changes you made as a result of student input, collaboration or review from colleagues, or self-evaluation.
- Examples of innovations designed or adopted and their effectiveness.
- Your contribution to the improvement of teaching in your academic unit, revising or developing new courses in the program.
- Participation in seminars, workshops, professional meetings to improve your teaching.
- Success at securing grants and external funding for teaching and related activities.
- Summary of student evaluations or your courses and teaching.
- Summary of what your students have learned and achieved from the courses you taught.
- Feedback from colleagues regarding aspects of your teaching that are generally not evaluated by students (e.g. course development, content, administration, teaching materials, text selection, reading lists, student support practices) and out of class activities such as instructional and curricular development.
- Reports from colleagues or independent observers who have viewed you in the classroom or other teaching settings.
- Evidence of help given to colleagues on course development or teaching improvement.
- Invitations from outside institutions and organizations to teach or to demonstrate effective teaching methods.
- Invitations to present at conferences on topics about teaching.
- Evidence of creative approaches to teaching methods and techniques, including development of technologies that advance student learning.
- Evidence of development and implementation of innovative pedagogical methods and materials.
- Adoption at other universities of your creative curriculum and/or approach to teaching.
- Contributions to and participation in the achievement of your academic units educational goals
- Contributions to courses or curricular development or review.
- Accessibility to students
- How you have adapted your teaching to reach students from diverse backgrounds.
- Examples of teaching scholarship.
- Description of ways you help students outside of class.
- Honors, awards, or recognition for teaching excellence.

Advising

The College of Health and Human Sciences is committed to quality academic and career advising for all students. Academic and career advising are integrated in HHS because all programs offered are training students for entry into specific health care and human service professions. Academic and career advising are part of the college's commitment to teaching excellence. Academic advising is a developmental process that assists students in the development of their educational plans and the realization of their career/life goals. Faculty engaged in academic and career advising serve as mentors, guides, and coordinators of learning experiences through course, program, and career planning. Faculty advisors provide academic progress review and when necessary, refer to other campus units. The primary role of faculty advisors is to provide effective guidance so that students can maximize the educational opportunities available in the College and make critical decisions regarding education, career, and life goals.

Academic and career advising is considered to be part of teaching responsibilities and thus is included under teaching in the faculty performance evaluation. The following list is not intended to be all inclusive of the advising process. It is a suggested list to assist you in the planning and selection of items to include in your dossier to demonstrate excellence in advising.

- Evidence of helping students, undergraduate and graduate, to understand the academic and administrative processes of the college and university.
- Evidence of helping undergraduate and graduate students to understand the expected standards of achievement and likelihood of success in their chosen field of study.
- Evidence of your availability and accessibility as an advisor.
- Impact, results, or noteworthiness of your interactions and assistance with students requiring special needs.
- Results, outcomes, impact of student recruitment efforts.
- Results, outcomes, impact of student retention efforts.
- Significance or noteworthiness of participation on thesis and dissertation committees.
- Impact, significance, or noteworthiness of service as faculty advisor to student clubs and associations.
- Evidence of student advocacy.
- Honors, awards, recognitions by students of advising excellence.

Scholarship

The goal of a college includes the promotion of learning and the discovery and extension of knowledge, enterprises that place responsibility upon faculty members with respect to their disciplines, colleagues, students, the university, and to the larger community of which the university is a part. All faculty members should keep abreast of developments in their fields and remain professionally active throughout their careers. All faculty members have a responsibility to conduct scholarly work in research, teaching, and service in order to contribute to the body of knowledge in their field. All faculty members have a responsibility to their disciplines, other colleagues, their students, the university, and the community to strive for superior intellectual, clinical, and professional achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable part of the faculty performance evaluation.

The task of assessing the impact, outcome, significance and/or results of scholarly accomplishments is far more involved than counting the numbers of activities or endeavors that a faculty member has engaged. *The impact, outcome, significance, and/or results of the scholarly activities must be provided to describe, articulate, and clarify the faculty member's accomplishments. Documentation and evaluation of scholarship*

will focus on the quality and significance of scholarship rather than the recitation of tasks and projects. The following list is not intended to be all-inclusive. It is provided as a suggested list from which to select items for inclusion in your dossier to demonstrate excellent scholarship.

- Research aimed at improving teaching skills or understanding of course subject matter
- Collaborating on scholarly activities with colleagues both inside the university and outside the university.
- Collaborating on scholarly activities with undergraduate and graduate students.
- Significance or noteworthiness of publishing in particular professional journals.
- Significance or noteworthiness of books or book chapters in your discipline.
- Significance or noteworthiness of technical writing in the discipline.
- Impact, outcomes, significance, or results of research.
- Impact, outcomes, significance, number of citations or professional writing both juried and non-juried.
- Significance or noteworthiness of professional presentations, local, state, national and international.
- Outcomes, significance, or results of grants, contracts, and other externally funded projects.
- Significance, outcomes, noteworthiness of contributions to the development of collaborative, interdisciplinary, or inter-institutional research programs.
- Contributions in serving on master's thesis and/or doctoral dissertations.
- Significance, outcomes, results, noteworthiness of the development of instructional technology, computer software, or equipment.
- Evidence of research that contributes directly to teaching or improving clinical practice.
- Significance or noteworthiness of invited presentations
- Awards and recognition from professional or community organizations for research and scholarship.
- Significance or noteworthiness of research consultancies both paid and unpaid.
- Reports from colleagues or independent observers of the significance or noteworthiness of your research and/or scholarship
- Requests for or acknowledgement of participation or consultation given to professional or community organizations.
- Development of innovative clinical or pedagogical methods and/or materials.
- Frequent citations of publications or professional writings
- Significance or noteworthiness of membership on review panels state, national, or international for research review or editorial boards.
- Adoption of models, methods, practices, or procedures for problem resolution, intervention programs, clinical practice or process by others who seek solutions to similar problems.
- Impact, significance, noteworthiness of being an editor or member of an editorial board of professional journal.
- Impact, significance, noteworthiness, of development of technology used for instruction, research, or clinical practice.

Service

Faculty are expected to engage in service activities as leaders, partners, facilitators, enablers, and guides to address challenges faced by the university and larger society.

Faculty members are expected to apply their skills and talents through service activities to integrate ideas, connect thoughts into action, inspire students, and benefit the community. Service to the larger community is particularly beneficial when it involves the skills and talents of the faculty member and resources that only the university can provide. The demand for a faculty member's service is a measure of the esteem in which the faculty member is held outside the university. Having faculty engage in service enhances both the utility and creativity of the college.

Each faculty member is expected to contribute to the governance and professionally related service activities of the department/school and college. In addition to teaching and research, a faculty member is expected to demonstrate a solid record of accomplishments in service. Service activities fall into three categories: service to the institution, service to the profession, and service to the public. At the institutional level, service activities contribute to the efficient operation of the department/school and college, or enhance the academic life of the University of Northern Colorado community. The college recognizes service to the discipline through participation in professional and scholarly organizations and encourages cooperation with colleagues at every educational level. The college also recognizes the importance for faculty members to use their professional expertise beyond the university community to the community at large as part of public service to support local, state, regional, national endeavors.

The types of public service activities that a faculty members engage in reflect the nature of their discipline, their professional training and experience, as well as community needs. Public service activities that will be considered in the faculty performance evaluation share the following three characteristics:

1. They contribute to the public welfare or the common good.
2. They call upon the faculty members' academic and/or professional expertise.
3. They directly address or respond to real-world problems, issues, interests, or concerns.

The first characteristic signifies the importance of determining the purpose of a particular activity. Doing so can help avoid confusing public service activities that are for the common good and those that are primarily of only private interest and benefit.

The second characteristic emphasizes the importance of differentiating volunteer community activities, such as that of a faculty member coaching a youth sports team, from activities that require the professional expertise of the faculty member.

The final characteristic reflects the weighting toward applied activities rather than theoretical ones on the perceived continuum between theory and practice. Public service activities tend to focus on the concrete rather than the abstract.

Public service may be performed in many different locations: on campus, as when serving in a clinic, or off campus as when consulting with a community organization or governmental agency. Location, therefore, is not a distinguishing characteristic of public service. Public service typically entails the application of a faculty member's areas of expertise in addressing real-world problems, issues, or concerns. Such service may be performed as part of their college responsibilities or in addition to their stated faculty responsibilities, in which case it may be either uncompensated or compensated. In terms of compensation, the nature and extent of all public service work should be in keeping with university policies and regulations. Whether or not compensation is received for public service is not a criterion for an activity being considered public service. At the same time, activities that are engaged in mainly to make money, such as running a business or a consulting firm on the side, are clearly not part of a faculty member's university's public service activities, even though those activities may benefit the public, organizations, or individuals.

If service activities are to be used to support a favorable performance evaluation they should be planned with that use in mind. Faculty members should plan their efforts far in advance and design the service activity for qualitative evaluation. Department Chairs/School Directors should be involved in the planning process to ensure that faculty member's proposed service activities are consistent with the college expectations. Evaluation of quality should consider the kinds of evidence and outcomes that will be meaningful to the performance evaluation. Simply listing activities without attention to assessment of quality does little to

enhance a favorable performance evaluation. Assessment of quality should include evidence of the impact, significance, outcome and/or results.

The task of assessing impact, outcome, significance, and/or results of service accomplishments is far more involved than counting the numbers of activities or endeavors a faculty member has engaged. The impact, outcome, significance, and/or results of the service activities must be provided to describe, articulate, and clarify, the faculty member's accomplishments. Documentation and evaluation of service will focus on the quality and significance of the scholarship rather than the recitation of tasks and projects. The following list is not intended to be an all-inclusive of service activities. It is provided as a suggested list from which to select items for inclusion in your dossier to demonstrate excellent service.

- Significance or noteworthiness of providing services through a college clinic or laboratory.
- Significance, results, or noteworthiness of providing public policy analysis for local, state, national, or international governmental agencies.
- Significance, results, or noteworthiness of providing consultation to state, regional, national, or international professional organizations.
- Evidence of adoption of models for problem solving, intervention programs, prevention and early detection programs, instruments, or processes by others in the university, profession, or community who seek solutions to similar problems.
- Improved community services, management, health, leadership, or funding influenced by your professional practice.
- Impact, outcome, significance, or results of consultation, evaluation, intervention, or service design, policy analysis, or technical assistance provided to the university, your profession, or the community organizations.
- Significance or noteworthiness of offering testimony at either the state or federal legislative or congressional committees.
- Honors, awards, and other forms of special recognition received for professional or public service.
- Impact, outcome, results, or significance of activities addressing specific problems or issues brought to one's attention within the university, profession, or community at large.
- Significance, noteworthiness, results, or impact of serving as experts for the press, media, courts, or community.
- Significance, results, impact, or outcomes of writing, including newsletters and magazines, for popular and non-academic publications, directed to agencies, professionals, or other specialized audiences.
- Impact, results, outcomes, of participating in collaborative endeavors within the university, profession, or community organizations.
- Results, outcomes, significance of participation in economic and community development activities.
- Results, outcomes, impact, significance of serving on department, college, and university committees.
- Significance, noteworthiness, outcomes, results, of service activities that represent new interpretations and applications of knowledge for use in professional settings.
- Significance or noteworthiness of election to office undertaking service to professional associations and learning societies, including, editorial work, or peer reviewing for an national or regional accrediting organization.
- Significance, noteworthiness, impact, or results of holding a leadership position in the profession or community.

Evaluation Criteria

Teaching/Advising

Demonstrated excellence in teaching and advising is expected of all faculty members in the College of Health and Human Sciences. Teaching and advising have many diverse facets and multiple sources of information will be used to determine a faculty member's performance evaluation. *Clear documentation of outcomes, results, impact, and/or significance of the faculty member's ability and performance must be evident.* In judging the effectiveness of faculty performance the review will include such points as the faculty member's: command of the subject, continuous growth in the field, ability to organize materials and create a dynamic learning environment, capacity to arouse in students and awareness of the relationship of the subject to other fields of knowledge, evidence of incorporation of innovative methods and instructional technology into course work, creating a environment with spirit and enthusiasm that vitalize learning and teaching, ability to arouse curiosity in beginning students and to simulate advanced students to critical thinking, student evaluations, peer evaluations, accessibility and availability to students, results of advising and guiding students, mentoring activities, and personal development. All faculty members are expected to remain current in their field and maintain the appropriate licenses/certificates needed to practice in their field and maintain program accreditation. Consideration will be given to how well the faculty member has met the obligation to exercise critical self-discipline, acknowledge students and colleagues rights to express, differing opinions, and to foster and uphold intellectual honesty, professional ethics, and university policies.

Scholarship

Quality and significance of scholarship are primary criteria in determining faculty performance evaluation. Scholarship involves a variety of activities and all faculty members, unless specifically excused in writing by their Chair/Director and the Dean, are expected to engage in advancing one or more aspects of their discipline through scholarly pursuits. While the interpretation of scholarship may differ across disciplines, in all cases it generates new knowledge and/or creative works or builds on existing products. HHS faculty members are teacher-scholars. HHS faculty members engage in scholarly work and service that enhance the teaching and learning environment. Faculty members engaged in scholarship seek to bridge the gap between disciplines by bringing together divergent knowledge and making new connections. While their scholarship may result in new theories or models, it should at least involve new insights, applications, or interpretations of original research and technologies of others. Faculty scholarship shared with colleagues and involving students is a highly regarded achievement. Each faculty member is expected to express their scholarly activity in forms recognized by their particular discipline so that the results can be evaluated on the basis of impact, outcome, results and/or significance. Faculty members are expected to engage in scholarly activities and research that will complement the mission of the department/school, college and university.

Service

The college values faculty members who demonstrate their commitment to the learning environment and advancement of knowledge through service to the university, professional organizations, and the larger society of which the university is a part. Faculty members are expected to engage in service activities as leaders, partners, facilitators, enablers, and guides to address the challenges faced by the university and larger society. Faculty members are expected to apply their skills and talents through service activities to integrate ideas, connect thoughts into action, inspire students, and benefit the community. Service activities of the faculty may vary widely. Service is a dynamic process that may include activities as varied as consultation to the application of basic research. The criteria for service will follow the underlying principles:

- Service is a broad concept including all activities that enhance the university mission and contribute to the advancement of knowledge or improve the quality of life.
- Faculty members who engage in professional and public service are more intellectually alive and more effective in their roles as teachers-scholars.
- Intellectual growth can arise from the very act of service. Service both applies and contributes to the advancement of knowledge. The impact, outcome, result, and/or significance of a service activity is an important indicator of the value of the activity.
- Advising student organizations such as clubs, associations, and honor societies may be considered service.
- Each faculty member is expected to contribute to the governance and professionally related service activities of the department/school and college.
- Service can be both paid and unpaid.

Consideration will be given to how the faculty member's contribution benefited the recipients of the service activity as well as the value added to the university and the faculty member's own growth and understanding in his or her academic field. The contribution of the service, its outcome, impact, result, or significance to the university or community will serve as the basis for evaluation.

Evaluation Weights

Each evaluation area, teaching/advising, scholarship, and service will be assigned a weight for evaluation purposes based on written faculty workload plan and approved by the Chair/Director and Dean. The sum of the weights must equal 1.0. The basis for the workload of faculty members in the college is a twelve (12) hour instructional load, with a weight of .60 teaching, .20 for scholarship, and .20 for service to equal a 1.0. Instruction may not be assigned for less than a .20 without prior approval of the Chair/Director and Dean. Individual faculty members may request alternative weights based on assignments or department needs. The Chair/Director and Dean must approve, in writing, the reassignment of a faculty member's workload.

Evaluation Outcome

The faculty performance evaluation yields a single evaluation outcome based on the weighted areas of the faculty member's workload. The weights and the evaluation rating assigned for each area are multiplied and the products are summed to yield an overall evaluation measure between one and five. The overall evaluation outcome is assigned according to the university scale as follows:

V	4.6 – 5.0	Excellent
IV	3.6 – 4.5	Exceeds Expectations
III	2.6 – 3.5	Meets Expectations
II	1.6 – 2.5	Needs Improvement
I	1.0 – 1.5	Unsatisfactory

Guide to Evaluation Rating Levels:

Excellent - Individual consistently or significantly exceeds expectations.

Exceeds Expectations – Individual frequently or considerably exceeds expectations.

Meets Expectations – Individual consistently meets expectations.

Needs Improvement – Individual occasionally failed or was generally below expectations

Unsatisfactory – Individual consistently or significantly failed to meet expectations.

If a faculty member achieves a Level I (Unsatisfactory) or Level II (Needs Improvement) in any one of the three areas of performance evaluation, teaching, scholarship, or service the individual will be required to develop a plan, approved by the Chair/Director, that will lead to a Level III (Meets Expectations) in the area.

Faculty who achieve a Level I (Unsatisfactory) or Level II (Needs Improvement) as an overall outcome on the performance evaluation may have their salary frozen and must prepare a professional development plan, approved by the Chair/Director and Dean that will indicate the steps the faculty member will take that will lead to a Level III (Meets Expectations).

Merit Considerations

All faculty members who receive an Overall Outcome of Exceeds Expectations or Excellent are eligible to be considered for merit increase, if merit pay is available in that year. The Associate/Assistant Dean in consultation with the Chairs and Directors will review all eligible faculty members' dossiers and recommend to the Dean those faculty members selected for merit pay on the basis of the faculty members' performance.

Documentation Materials Required by Types of Evaluation

Annual Review

All full-time faculty members (term, tenure-track, tenured) will submit the following:

1. An Annual Report in narrative form that describes the outcomes, results, impact, and/or significance of the teaching/advising, scholarship, and service activities of the faculty member.
2. A summary of the student evaluations and comments for the evaluation period. Raw data of individual student evaluations will not be accepted.
3. A description demonstrating the effective working relationship with the other members of the unit.
4. An up-to-date curriculum vitae in the approved university format.
5. The entire narrative for the annual report should not exceed 8 pages.

Reappointment

The basis for consideration of reappointment for full-time tenure track and term faculty will include the annual report, the relationship between the individual faculty member and the other members of the unit. The faculty member should demonstrate an effective working relationship with the other members of the academic unit and be able to demonstrate a high level of competence, trust, openness, in communication, collaborative efforts, sharing ideas and resources, participation in valued activities and common goals of their academic unit, active participation in department and college administrative tasks and priorities.

Comprehensive Review

The Comprehensive Review is to determine promotion, tenure, post-tenure review and graduate faculty status. The evaluation cycle for comprehensive review is four years for post-tenure review, promotion, and tenure. To be considered for promotion and/or tenure faculty must attain at least a level III (meets expectations) in all areas of consideration demonstrating they have adequately met their responsibilities in teaching/advising, scholarship, and service. Tenured faculty undergoing a comprehensive post-tenure review must attain a level III (meets expectations) in all areas of responsibility: teaching/advising, scholarship, and service. The comprehensive review is more than a compilation or summation of the annual reviews of each year. To attain a satisfactory comprehensive post-tenure review faculty members must provide materials in their dossier sufficient to demonstrate excellence in teaching/advising, scholarship, and service and

demonstrate an effective working relationship with the other members of the academic unit, an ability to stimulate students to critical thinking and learning, participation in valued activities and common goals of their academic unit, and active participation in department and college tasks and priorities.

Faculty evaluated as level I (unsatisfactory) in any of the three areas of responsibility will meet with their Chair/Director to develop a performance plan that is approved by the Chair/Director and Dean. A faculty member who receives an unsatisfactory evaluation can have two years to achieve a level III (meets expectations). If significant progress is not made toward improvement during the first year or the faculty member fails to attain a level III performance in all three areas of responsibility it will constitute grounds for disciplinary action and/or dismissal. If a faculty member receives a level II (needs improvement) in any of the three areas of responsibility the individual has two years to achieve a level III (meets expectations). If a level III is not achieved, a two-year probationary period will commence. If an evaluation of level III (meets expectations) is not achieved after the two-year probationary period disciplinary action will be taken which may include dismissal proceedings.

Each faculty member being considered for promotion, tenure, or post-tenure review must submit a dossier please see the **Dossier Contents** section for the documentation materials required for comprehensive review.

HEALTH AND HUMAN SCIENCES Faculty Evaluation Calendar

Annual Review

The evaluation period for the annual review is from January 1 to December 31 (or a portion of a calendar year as appropriate). All full-time tenured, tenure-track, and term faculty will complete an annual review. The annual review will be conducted at the same time when a faculty member is up for reappointment, promotion, tenure, or post-tenure review and graduate faculty status review.

Faculty member's annual reports, faculty evaluation & recommendations, Chair/Director evaluation & recommendation are due to the Dean by the end of the first full week in March.

The Dean's evaluation & recommendation are due to the Provost by the second full week in April.

Reappointment

Reappointment dates vary according to the length of the faculty member's service.

Year 1 due to Dean's office by the third week in January and due to Provost by second full week of February.

Year 2 due to Dean's office by second week in November and due to Provost by first week in December. (TT faculty in contract year 2 for contract year 3)

Year 3 due to Dean's office by first week of March due to Provost by first week of May

Comprehensive Review

The comprehensive review is for promotion, tenure, post-tenure review, and graduate faculty status. Graduate faculty status will be reviewed at the time of comprehensive review.

Promotion

Faculty may request promotion after completing the minimum required number of years of service within rank. Credit for service will be considered only if approved at the time of hire and service credit is indicated

on the faculty member's contract. Minimum time in rank is five years in Assistant Professor and five years in Associate Professor.

Tenure

Faculty members in tenure-track positions typically apply for tenure after the fourth year to coincide with promotion unless credit is stipulated on the contract at the time of hire. If a faculty member does not attain tenure by the end of the sixth year, the seventh year is a terminal year for employment at UNC.

Post-Tenure Review and Graduate Faculty Status

Every full time tenured and term faculty member will undergo a comprehensive review every four years. Faculty may request a comprehensive review at any time. Faculty members who hold graduate faculty status will be reviewed for graduate faculty status at the same time as the post-tenure comprehensive review.

Dossiers of faculty members being considered for promotion, tenure, or post-tenure comprehensive review, and graduate faculty status are due to the Dean's office by the end of the first week in February.

College of Health and Human Sciences Performance Criteria for Merit

Philosophy

The mission of the College of Health and Human Sciences is to create an environment to provide the best possible education for students; to contribute to the advancement of knowledge and the solution of significant problems through education, scholarship, and service; and to serve the people of Colorado and the Nation. The faculty focus on teaching and engage in scholarly work and service that enhances the teaching and learning environment. What instructors know and do is the most important influence on what students learn. Faculty are expected to serve in the several capacities of teaching/advising, scholarship, and service. The fundamental aim of the college is excellence and distinction in these pursuits. To receive a level of meets expectations and effective teaching is expected of all members of the faculty. Scholarship involves a variety of activities and faculty members are expected to engage in advancing one or more aspects of their disciplines through scholarly pursuits. The college values faculty members who demonstrate their commitment to the learning environment and advancement of knowledge through service to the university, professional

organizations, and the larger society of which the university is a part. Consideration for merit is given for the quality, impact, significance, results, or outcomes of contributions beyond a level of meets expectations.

True objectivity in faculty evaluations systems is a myth. It is virtually impossible to achieve any great measure of objectivity in a system, which of necessity, relies on the subjective judgment of peers, administrators, students, and others for its data. The HHS merit system is designed to move away from the “how much” a faculty member has done mentality to a talent development concept that measures excellence on the basis of how well a faculty member has done. Rather than merely counting accomplishments, the intent of the merit review is to reach a judgment based on professional determination of the quality, impact, outcome, result, or significance of teaching/advising, scholarly, and service activities of each member of the faculty. Service is a broad concept including all activities that enhance the university mission and contribute to the advancement of knowledge or improve the quality of life.

Excellence is the yardstick by which all faculty performance both within and outside the university will be measured. Faculty who are selected for merit awards must demonstrate to the satisfaction of peers and the HHS Administrative Council that high quality performance standards have been met. All faculty attaining a overall rating of level 4 (exceeds expectations) or level 5 (excellent) will be considered for merit awards. The number and amount of merit awards may change from year to year. Merit awards will be paid in a dollar amount based on the increase of the “new” personnel dollars available to the college and added to the base salary of the faculty member. The college awards for teaching, advising, scholarship, service, and overall faculty achievement will be selected from those individuals receiving merit awards.

The merit award system will be reviewed each year with input from the faculty, to refine the criteria, selection process, and the number and amount of merit awards. Merit will be determined based on individual faculty performance and awarded for quality of accomplishments by impact, results, outcome, or significance of how well the faculty member has done. Merit awards will **not** be distributed on a proportional basis or prorated to the academic units in the college.

Criteria for Teaching/Advising

Demonstration of use of a variety of teaching activities: teaching off-campus, distance education, use of instructional technology, teaching a schedule that requires multiple preparations, teaching courses through non-traditional modes, teaching introductory and larger classes, developing new courses, significantly revising courses to better meet program mission and professional need, experimenting with new teaching approaches.

Evidence of superior skills in (1) instructional delivery skills; (2) Instructional design skills; (3) content expertise; and (4) course management skills.

Evidence of effective mentorship of faculty in teaching/advising, scholarship, and/or service.

Evidence of effective mentorship of undergraduate and graduate students.

Demonstrated leadership in curriculum and/or program development.

Evidence of strengthening the link between the academic program and career opportunities for students.

Evidence of strengthening the link between discovery and learning by providing enhanced opportunities for hands on learning, including both undergraduate and graduate students in research.

Evidence that the faculty member creates a learning environment in which diversity, pluralism, alternative, and different perspectives are respected and encouraged.

Evidence of positive regard by students for advisement assistance and career development.

Evidence of improvement or innovation in student development and learning.

Evidence of collaboration in teaching.

Evidence of improvement or innovation in the multidimensional nature (aspects) of learning outcomes.

Demonstration of effectiveness in student outcome assessment, including student evaluation, examining, and testing.

Evidence of effective advisement/supervision of Honors, Master's Thesis, or Doctoral Dissertations.

Evidence of providing international and/or cultural learning opportunities for undergraduate and graduate students.

Criteria for Scholarship

Quality, significance, outcome, results or impact of artifacts of scholarship to students, mission of the college, the profession, or community at large.

Impact or significance of scholarly activity on student learning and course content or activity.

Evidence that the scholarly activity advances knowledge or practice in the discipline (can include juried or non-juried professional writing, presentations, workshops, clinics, etc.)

Evidence that the scholarly activity advances the mission and goals of the program/college.

Evidence of effective collaboration in scholarship (including undergraduate/graduate students, faculty/staff colleagues within the program, college, university, and outside the university).

Demonstrating effective management of external funds germane to the mission of the program or college.

Criteria for Service

Service within the university at the departmental, college, or university level is expected of all faculty members as part of their contractual obligations and considered minimal.

Quality, outcomes, results, impact, or significance of artifacts of service to students, program/college, community at large, or profession.

Service activities will be considered in light of the professional, social, and/or civic contributions as well as the relationship of that activity to the faculty member's department/school and the college. Consideration will be given to how the faculty member's contribution benefited the recipients of the service as well as the value added to the university and the faculty member's own growth and understanding in the discipline.

Evidence of the impact, outcome, significance, or results of the service activity on the reputation of the program or college.

Evidence of the impact, outcome, significance, or results of the service activity on student learning and course improvement.

Evidence that the service activity advances knowledge or practice in the discipline.

Evidence that the service activity advances the mission of the program or college.

Demonstration of impact, outcome, results, or significance of leadership role in the community (service on board, councils, task forces, committees, consulting, etc)

Demonstration of impact, outcome, results, or significance of leadership role in professional organizations.

Demonstration of experimentation and innovation to enhance or improve program functioning in areas that are considered to be in need of change.

Evidence of effective student recruitment.

Evidence of effective student retention activities.

The criteria in each of the areas is not meant to be all inclusive but rather to provide some guidance and direction for faculty members to help determine what some of the activities will be considered for merit.

**COLLEGE OF HEALTH & HUMAN SCIENCES
FACULTY EVALUATIONS**

HHS DEADLINE CALENDAR FOR REAPPOINTMENT AND ANNUAL EVALUATIONS FOR 2004-05

November 1, 2004	Yr 2 TT Reappointment Evaluations Due to Dean's Office
December 1, 2004	Due: Academic Affairs
January 10, 2005	Yr 1 TT Reappointment Evaluations Due to Dean's Office
February 8, 2005	Due: Academic Affairs
March 15, 2005	Yr 3+ TT Reappointment Evaluations Due to Dean's Office
April 15, 2005	Due: Academic Affairs
March 1, 2005	All other Annual Evaluations Due to Dean's Office-Term or Tenure
April 14, 2005	Due: Academic Affairs

HHS DEADLINE CALENDAR PROMOTION, TENURE, POST-TENURE, GRADUATE FACULTY AND SABBATIC LEAVE
--

The annual review and Graduate Faculty reappointment shall be conducted at the same time a faculty member is up for Promotion, Tenure or Post Tenure review.

PLEASE NOTE. Should you be up for Promotion, Tenure or Post Tenure review, the following deadline schedule should be used.

February 1, 2005	Due to Dean's Office – (COMPREHENSIVE REVIEW) <ul style="list-style-type: none">➤ Promotion/Tenure➤ Post-Tenure Review➤ Graduate Faculty Status
March 18, 2005	Due Academic Affairs
November 15, 2005	Due to Dean's Office <ul style="list-style-type: none">➤ Sabbatic Leave➤ Sabbatic leave eligibility – Eligible for sabbatical leave consideration during the 6th year of full-time service to the University (count Fall and Spring semesters – do not count Summer); eligibility occurs in the 6th year to be taken in the 7th, or in a subsequent year.
December 10, 2004	Due: Academic Affairs

UNIVERSITY of
NORTHERN COLORADO



PROMOTION/TENURE/SABBATIC LEAVE

Promotion Eligibility

- Instructor: When they are qualified
- Can be hired at any rank: Term
 Tenure Track
 Assistant or Associate

- Assistant Professor: Complete **four full years** – can apply for promotion Fall Semester (November) to be effective in the **FIFTH** year.

- Associate Professor: Complete **four full years** – can apply for promotion Fall Semester (November) to be effective in the **FIFTH** year. (Full Professor – highest rank)

Promotion Assistant to Associate – Have to apply for tenure unless already tenured.

Tenure Eligibility

(Must be in a Tenure-Track Position)

- Complete **four full years** – can apply for tenure Fall Semester (November) to be effective in the **FIFTH** year.

Post Tenure

- Complete **four full years** – review during the **FIFTH** year.

Sabbatic Leave Eligibility

- Tenured and tenure-track faculty, including department chairs/division directors, and librarians holding faculty appointments

- Eligible for sabbatical leave consideration during the **SIXTH** year of full-time service to the University (count Fall and Spring semesters – do not count Summer semesters); eligibility occurs in the sixth year to be taken in the **SEVENTH**, or in a subsequent year.

COLLEGE OF HEALTH AND HUMAN SCIENCES

SABBATICAL LEAVE GUIDELINES

The purpose of a sabbatical leave is to provide an opportunity for faculty growth and renewal. The activities of the sabbatical must demonstrate a benefit to teaching and scholarship and add value to the College and the University's educational mission.

Sabbatical leaves are competitive and limited by fiscal resources and staffing considerations. A sabbatical leave may not be terminal leave and may not be taken in the last year of service to the University. No more than 25 percent (nor one-third in cases of units with fewer than four faculty members) of an academic department or school's faculty may be awarded a sabbatical leave at the same time. Leaves may be requested only for fall and /or spring semesters. To be considered for approval, the sabbatical leave request must include the following:

- detail specific goal(s) and plan(s) for achievement
- show the relationship of the activities to be pursued to the individuals on-campus responsibilities
- specify the effect on the individual's growth and development of knowledge in the discipline
- show how the activities will influence student's educational experience
- show how the activities will enhance the University's reputation

COLLEGE OF HEALTH AND HUMAN SCIENCES

ANNUAL EVALUATION REVIEW
CHECKLIST

PLEASE do not enclose the following in separate dividers/sections, in "sheet protectors", or have any staples in documents

- Completed and signed "Annual Review" form
- Summary/recommendation letter from department chair/director to dean (added to the file by the chair/director after chair/director's review is completed)
- Summary/recommendation letter from DEC chair to chair/director (added to the file by DEC chair after DEC's review is completed)
- Brief annual narrative report covering the three performance areas: teaching, professional activity, services
- A current curriculum vitae in current university format

COLLEGE OF HEALTH AND HUMAN SCIENCES
PART –TIME FACULTY EVALUATION FORM

FACULTY NAME: _____

EVALUATION PERIOD: _____

TEACHING ASSIGNMENT: _____

COMMENTS:

OVERALL RATING: (Excellent, exceeds expectations, meets expectations, meets expectations, needs improvement, or unsatisfactory)

Director or Chair's Signature _____ Date _____

**Example Letter to request
a Peer Review**

Dear:

I am a candidate for (*tenure and*) promotion from (*Instructor, Assistant, Associate, Full*) Professor. As a leader in the field of (*name of discipline*), your appraisal for (*tenure and*) rank would be greatly appreciated.

I will be evaluated on three areas. The first is on teaching effectiveness. In addition to classroom experience and workshops, this criteria also refers to my current knowledge of the discipline, ability to design courses or curricula, and to develop innovative instructional material. Planning and communication skills are also important. The second area of evaluation is my ability to advance the field by way of research, scholarship, and creative activity. Your estimation of written publications, non-print presentations, or other performance would be very helpful. The third area is community service and professional contribution. Your opinion of the quality and quantity of my service would be most appreciated.

I have enclosed my current vita and copies of published articles (*you may wish to include other scholarly items as evidence*). I would very much appreciate a letter giving your estimate of my work on as many of the above criteria as possible. I would like to include your letter in my dossier. I would appreciate a reply by (*month and day*) in order to stay within the University's evaluation schedule. You can address the letter to Dr. Robbyn R. Wacker, Dean, College of Health and Human Services, University of Northern Colorado, Greeley, CO 80639. **Please send the letter to me so I can place it in my dossier.** If you have any questions, please don't hesitate to call me. I can be reached at (970) (*your number*). Thank you. I do appreciate the time and effort that you must take in order to assist me.

Sincerely,