



**College of Natural and Health Sciences
College Performance Standards**

This check-off form may be useful in evaluating faculty performance measured against the College standards. The information on the form is derived from the criteria listed in the College's Performance Standards; Schools may append additional requirements that are consistent with those of the College and which had received Dean's approval. Determination of where to place check marks and the conversion of the check marks into a score for that performance area is a matter of judgment.

Please consult pages 6-13 of the college's Faculty Evaluation and Performance Policies and Procedures document for additional information.

A. INSTRUCTION

V Excellent 4.6-5.0	IV Exceeds Expectations 3.6-4.5	III Meets Expectations 2.6-3.5	II Needs Improvement 1.6-2.5 I Unsatisfactory 1.0-1.5
<p>___ a) Demonstrates significant ability and recognition as a master teacher (e.g. provides leadership in mentoring, instruction of teachers, peer review).</p> <p>___ b) Receives significant peer and student recognition for excellence in instruction (as seen in instruction awards, outstanding student evaluations, peer review).</p> <p>___ c) Directs or takes major responsibility for curriculum development (new or significantly revised minors or majors) having a major positive impact on the academic program (descriptions of new/revised courses and curriculum with analysis of their impact on program).</p> <p>___ d) Creates exceptional or innovative opportunities for student placement and demonstrates creative supervision of student activities such as student practices, clinical practica, internships, clinical rotations, and field studies (description of activities, narratives from external participants or evaluators, etc.).</p> <p>___ e) Directs and mentors student research projects, theses, dissertations, performances or creative endeavors of demonstrably high quality (as seen in copies of student projects with appropriate evaluations and/or awards from faculty and peer groups).</p> <p>___ f) Provides major leadership in establishing and maintaining academic partnerships with other colleges or institutions.</p> <p>___ g) Receives and completes a significant competitive national or international fellowship, residency, or instruction grant from a relevant professional or educational organization.</p> <p>___ h) Documents significant ability and recognition as a mentor to student advisees (theses, dissertations, etc.).</p>	<p>___ a) Uses instruction methods in a way that develops advanced critical thinking skills and/or sophisticated content (as seen in syllabi, assignments, student evaluations, peer review).</p> <p>___ b) Demonstrates current depth and breadth of knowledge in the subject fields.</p> <p>___ c) Demonstrates creativity and innovation (both technical and non-technical) in the preparation and delivery of course content (e.g., web page design, experiential learning, course-embedded assessment, clinical learning, online learning, service learning).</p> <p>___ d) Demonstrably creates a climate/environment conducive to student learning, both within and outside the classroom (e.g., provides evidence of ongoing independent student learning and/or research).</p> <p>___ e) Encourages student research, and demonstrates effective mentoring of student activities such as student practice, clinical rotations, laboratories and research, internships, field studies, theses, and dissertations in addition to one's regular course load or as a primary instruction assignment.</p> <p>___ f) Participates effectively in instructional assignments that require a significant extra time commitment, such as field excursions, online instruction, intensive lab experiences, etc.</p> <p>___ g) Provides effective leadership in establishing and/or maintaining instructional partnerships with other academic units.</p> <p>___ h) Receives and completes a competitive state fellowship, instruction grant, or residency from a relevant professional or educational organization.</p> <p>___ i) Documents performance that consistently exceeds unit expectations for mentoring of student advisees (theses, dissertations, etc.).</p>	<p>___ a) Uses instruction methods that impart basic content and/or develop basic critical thinking skills (as seen in syllabi, assignments, student evaluations, peer review).</p> <p>___ b) Demonstrates student learning through effective participation in student competency examinations, student achievement in research or applied activities, or other student outcome assessment activities.</p> <p>___ c) Demonstrates an understanding of course design and clearly articulates course expectations and expected outcomes (as seen in syllabi, assignments, peer review).</p> <p>___ d) Demonstrates basic depth and currency of knowledge in the subject fields.</p> <p>___ e) Demonstrates resourcefulness in the preparation and delivery of course content.</p> <p>___ f) Demonstrably creates a climate/environment conducive to student learning.</p> <p>___ g) Develops and/or implements new and revised courses and curricula that meet programmatic needs.</p> <p>___ h) Demonstrates effective supervision and/or mentoring of students under clinical or field experience setting.</p> <p>___ i) Meets unit expectations for mentoring of student advisees (thesis, dissertation, etc.).</p>	<p>___ a) Uses instruction methods that fail to impart basic content and/or develop basic critical thinking skills (as seen in syllabi, assignments, student evaluations, peer review).</p> <p>___ b) Demonstrates little understanding of course design and/or does not consistently articulate or uphold course expectations and expected outcomes (as seen in syllabi, assignments, peer review, exams).</p> <p>___ c) Fails to develop or maintain basic depth and breadth of knowledge in the subject fields (as seen in syllabi, peer review).</p> <p>___ d) Demonstrates ongoing and consistent inadequacy in the preparation and presentation of course content (as seen in student evaluations, peer review, video of instruction).</p> <p>___ e) Demonstrably creates a climate/environment that is uncondusive or hostile to student learning (e.g., through documented denigration or sexual harassment, student evaluations, signed letters from students, or video of instruction).</p> <p>___ f) Exhibits documented ongoing unwillingness or inability to implement new and revised courses and/or curriculum.</p> <p>___ g) Receives substantiated complaints concerning supervision of student activities such as student practica, internships, clinical rotations, and field studies.</p> <p>___ h) Does not participate in student competency exams, student outcomes assessment activities, or student research, performances, and creative endeavors.</p> <p>___ i) Is consistently late, as documented in evaluation reports, in returning homework, exams, papers, and other student work and/or is consistently late in submitting final grades.</p> <p>___ j) Provides minimal or poor mentoring of student advisees (theses, dissertations, etc.).</p>

B. PROFESSIONAL ACTIVITY

<p style="text-align: center;">V Excellent 4.6-5.0</p>	<p style="text-align: center;">IV Exceeds Expectations 3.6-4.5</p>	<p style="text-align: center;">III Meets Expectations 2.6-3.5</p>	<p style="text-align: center;">II Needs Improvement 1.6-2.5 I Unsatisfactory 1.0-1.5</p>
<p>___ a) Authors and publishes a significant body of high quality, discipline-related, refereed scholarly and/or creative work appropriate to the author's area(s) of expertise that makes a significant contribution to the field.</p> <p>___ b) Serves as principal or co-principal investigator on funded grants that make a major contribution to the discipline and/or have a significant impact on major programs.</p> <p>___ c) Is widely recognized for expertise in the field which results in such activities as keynote or other invited addresses for national organizations and/or such honors as significant awards or recognitions for scholarly activity or creative work.</p> <p>___ d) Serves as editor of a major journal. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p> <p>___ e) Serves as grant reviewer for national funding source. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p> <p>___ f) Serves as lead visitor for national professional accrediting body. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p>	<p>___ a) Authors or co-authors and publishes a body of high quality, discipline-related, refereed scholarly and/or creative work appropriate to the author's area(s) of expertise.</p> <p>___ b) Serves as principal investigator or co-principal investigator on a funded external grant.</p> <p>___ c) Serves as author or co-author of professional materials that are used widely and have an impact on the discipline.</p> <p>___ d) Makes refereed scholarly presentations which make a well-recognized contribution to the discipline at professional conferences.</p> <p>___ e) Serves as a member of the editorial board for a scholarly publication.</p> <p>___ f) Serves as the program chair or in a similar function for conferences. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p> <p>___ g) Serves as grant reviewer for outside funding agency. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p> <p>___ h) Serves as accreditation site visitor for national professional accreditation body. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p>	<p>___ a) Authors or co-authors and publishes discipline-related refereed scholarly and/or creative work appropriate to the author's area(s) of expertise.</p> <p>___ b) Is principal or co-principal investigator for submitted grant proposals to external agencies.</p> <p>___ c) Participates in collaborative research or other scholarly efforts.</p> <p>___ d) Authors or co-authors other published professional materials (e.g., study guide, instruction manual, software).</p> <p>___ e) Makes refereed scholarly presentations at professional conferences.</p> <p>___ f) Serves as peer reviewer for scholarly publications. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p> <p>___ g) Organizes scholarly panels or symposia for professional conferences. Depending upon the nature of the activity, this work may more appropriately be placed under "service."</p> <p>___ h) Documents the completion of one or more chapters of a manuscript for a book or monograph in the review period.</p> <p>___ i) Maintains competence in clinical practice specialty/discipline.</p>	<p>___ a) Engages in activities that have not resulted in documented outcomes, such as refereed publications, books or monographs, other professional materials, or external grant proposals.</p> <p>___ b) Is unable to demonstrate competence in clinical practice necessary for student supervision.</p> <p>___ c) Fails to engage in activities appropriate to maintaining currency in his/her academic discipline.</p> <p>___ d) Fails to attempt to produce scholarly products.</p>

C. SERVICE

<p>V Excellent 4.6-5.0</p>	<p>IV Exceeds Expectations 3.6-4.5</p>	<p>III Meets Expectations 2.6-3.5</p>	<p>II Needs Improvement 1.6-2.5 I Unsatisfactory 1.0-1.5</p>
<p>___ a) Plays a major leadership role in service efforts having an exceptional impact on the quality or vitality of the community or society.</p> <p>___ b) Plays a major leadership role in developing the quality or vitality of the profession or discipline at the state, regional, national or international level.</p> <p>___ c) Initiates and/or takes major responsibility for University outreach efforts, off-campus initiatives, and partnerships.</p> <p>___ d) Takes major responsibility for establishing and/or maintaining teaching, research, or service facilities.</p> <p>___ e) Documents significant ability and recognition as a master adviser to students.</p> <p>___ f) Takes on a major responsibility in campus governance that has an exceptional impact on the quality, vitality, or mission of the University.</p> <p>___ g) Serves as editor of a major journal. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ h) Serves as grant reviewer for national funding source. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ i) Serves as lead visitor for national professional accrediting body. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ j) Documents significant ability and recognition as an advisor to students.</p>	<p>___ a) Takes major responsibility for internal planning, development, and governance activities that demonstrably enhance the quality, vitality, or mission of the University.</p> <p>___ b) Takes major responsibility for recruiting new graduate or undergraduate students to the university.</p> <p>___ c) Plays an active role in University outreach efforts, off-campus initiatives and partnerships.</p> <p>___ d) Participates in governance or consultation for professional organizations or the government.</p> <p>___ e) Uses disciplinary or clinical expertise to participate in documented service efforts that contribute in a significant way to cultural life outside the institution.</p> <p>___ f) Serves as the program chair or in a similar function for conferences. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ g) Serves as grant reviewer for outside funding agency. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ h) Serves as accreditation site visitor for national professional accreditation body. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ i) Documents performance that consistently exceeds unit expectations for advising students.</p>	<p>___ a) Participates in documented service efforts within the department, college, or university that contribute to the quality and vitality of the academic programs.</p> <p>___ b) Uses disciplinary expertise to participate in documented service that contributes to the quality and vitality of the community or society.</p> <p>___ c) Participates in documented service efforts that contribute to the quality and vitality of the profession or discipline at the state, regional, national, or international level.</p> <p>___ d) Serves as a mentor to new faculty members.</p> <p>___ e) Participates in university governance through service on governance committees or related bodies.</p> <p>___ f) Provides appropriate guidance and direction to students regarding course content and program requirements.</p> <p>___ g) Serves as peer reviewer for scholarly publications. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ h) Organizes scholarly panels or symposia for professional conferences. Depending upon the nature of the activity, this work may more appropriately be placed under "professional activity."</p> <p>___ i) Meets unit expectations for advising students.</p>	<p>___ a) Serves as a committee member but is not an active participant (e.g., fails to attend meetings or does not complete committee tasks in a timely manner).</p> <p>___ b) Gives minimal or poor advice to students.</p> <p>___ c) Assumes no service responsibilities or a very minimal share.</p>