

Department of Early, Elementary and Reading Education
Policies and Criteria for Faculty Annual Evaluation
October 21, 2009

Timeline/steps for faculty review

Annual Performance Review (APR) form is posted to Blackboard	April
Faculty complete and submit APR in format approved by faculty to department head/PAC chair	May
PAC reviews and rates faculty annual performance as presented in APR's using rubric* approved by faculty	Summer
Department head reviews faculty annual performance as presented in APR's using rubric* approved by faculty	Summer
Department head and PAC meet to compare and discuss reviews	Summer
PAC provides written feedback to faculty members	Early fall
Department head provides written draft feedback to faculty members and schedules evaluation conferences with individual faculty	Early fall
Individual conferences are held to discuss evaluation and determine goals for next year; any changes are made to draft evaluation and faculty member receives a copy and signs	By Oct. 21
Faculty may also request a meeting with PAC to discuss their feedback	
Department head provides a summary of faculty evaluations to Dean and makes recommendation for distribution of any merit pay	
Department head and PAC review process and make changes to process, format of APR, or criteria	Fall
Proposed changes are presented to faculty for approval	Fall/spring

The department, with leadership from PAC, has been developing a rubric to use in faculty evaluation. We piloted the first draft for annual review of 2008-09 faculty activity. We will be revising the rubric this fall and adding criteria for the exceptional rating and plan to use this for the 2009-10 annual review process.

Department of Early, Elementary and Reading Education Annual Review Rubric

Teaching	Satisfactory Performance involves satisfactory student evaluations, self-reflections, AND innovations in teaching.
1. Student evaluations*	Satisfactory evaluations that indicate students benefited from taking the course
2. Self-reflections*	Evidence of specific insights gained from teaching experiences and/or feedback from evaluations
3. Peer and/or AU head evaluations	Overall positive feedback
4. Student Advising *	Evidence of commitment to advising
5. Innovations in teaching*	Evidence of efforts to keep courses and delivery current, which could also include efforts to design new courses and/ or engage in collaborative activities
6. General student relations	Evidence of work with independent studies or student organizations
Scholarship	Satisfactory Performance in Scholarship involves Professional Development AND one other area are required for Satisfactory in Scholarship
1. Professional development*	Evidence of insights gained from attending professional conferences and/ or engaging in formal coursework
2. Presentations at professional conferences	At least one per year
3. Refereed publications	At least one publication
4. Engaging in research	Evidence of quality of research that informs the profession
5. Grant writing	Evidence of success in and attempts to obtain external funding
6. Consulting	Evidence of collaborative work that uses scholarly expertise
7. Reviewer	Evidence of work as reviewer for external funding agencies, scholarly publications, external academic organizations.
8. Supervision of student writing	Evidence of working with students to write an honor's or master's thesis; involving students in faculty research or working with students in their own research.

Service	Satisfactory performance in Service includes Citizenship, service to the university at one level (e.g., program, department, college, or university), AND service at one level to the profession (e.g., local, state, regional, national, OR international)
1. Citizenship*	Evidence of participation and engagement in the activities of the program, department, and/or college
2. Department, College, and/or University committee attendance and contributions*	Evidence of personal contributions. Take leadership role(s) after third year
3. State and/or local engagement*	Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization or workshops for teachers.
4. National/international engagement in professional organizations	Evidence of enhancing the profession beyond the walls the university. Could include leadership in a professional organization through committees, task forces, elected or appointed offices.