

Department of Health, Physical Education, and Recreation
Performance Evaluation Guidelines & Process
October 2007

Evaluation of Performance

Submission of Portfolio Materials

HPER Faculty members will submit performance materials and documentation to the compensation subcommittee of the HPER Personnel Committee.

Submission of portfolio materials must be in the departmental format as described for reappointment, tenure and promotion. Only materials from the performance time period may be included in the performance evaluation for compensation.

Untenured faculty will submit materials annually to the HPER Personnel Committee for their reappointment review. After the first year of probationary status, materials submitted by probationary faculty will also be reviewed for the performance evaluation. First year faculty will receive a performance rating of “3” for the first year.

Tenured faculty members will submit materials biennially, although they may submit materials annually if they desire.

Evaluation Committees

HPER Personnel Committee – The Personnel Committee is composed of all tenured faculty members in the department.

Compensation subcommittee of the HPER Personnel Committee – a 5-member compensation subcommittee of the Personnel Committee will be elected annually by the entire voting faculty. At least one faculty member from Physical Education and one faculty member from Recreation and Leisure Studies must be on the committee each year. When the committee is initially formed, two members, selected by lot, will be designated to serve for one year; the three remaining members will each serve a two-year term. This rotation of committee members will provide continuity, consistency, and integrity in the evaluation process. Subsequent elections will replace only vacant positions as they occur annually. After serving the two-year term, there must be a lapse of one year before the faculty member may be reappointed. Committee members will be elected by the faculty at the completion of each evaluation cycle.

Chair of the Compensation Subcommittee – A chair will be elected by the 5-member committee. The role of the chair is to preserve confidentiality in the individual ratings of the committee members; to determine the mean score for each of the three areas for each faculty member who is evaluated; and to present the performance ratings and ratings from all committee members for each faculty member with narrative to the department head.

Review Process

Each faculty member's performance portfolio will be evaluated by the five committee members. The overall performance rating in each of the three areas of teaching, research, and service, will be taken as the mean of the five rankings. Committee members will recuse themselves and not evaluate their own performance while serving on the committee.

Prior to each year's performance review, each faculty member will negotiate his/her percentage weightings for each of the three areas. The department head will apply these percentages, respectively, to each of the faculty member's ratings and arrive at a single number score for that faculty member.

Portfolio Guidelines

Portfolio Format:

1. Table of Contents
2. Performance Vita – Contains Teaching, Research, and Service Activities for ONLY the year in review
3. Areas of Evaluation
 - a. Teaching:
 - i. Copy of Teaching Criteria Checklist with activities marked
 - ii. Artifact representing each activity
 - b. Research:
 - i. Copy of Research Criteria Checklist with activities marked
 - ii. Artifact representing each activity
 - c. Service:
 - i. Copy of Research Criteria Checklist activities marked
 - ii. Artifact representing each activity

*Faculty working toward tenure and/or promotion should combine the above material with required additional required documentation as stated in the HPER Tenure and Promotion Guidelines

Performance Evaluation Guidelines – Teaching

Faculty in the Health, Physical Education and Recreation Department (HPER) practices science based academics and field engaged career preparation in graduated education, school health education, community health education, physical education/teacher preparation, coaching certification, exercise science, wellness, recreational therapy and parks and recreation administration. These majors are content and laboratory rich, supported with field-based training. The department delivers one of the core general education courses, capstone classes, service learning classes and offers a graduate certificate program via the internet.

In accordance with the mission of the university in evaluating faculty members' teaching effectiveness the following criteria have been develop for performance reviews. The department's desire is that each faculty member demonstrates his/her effectiveness in cultivating students' knowledge and skills for lifelong application.

As stated in the Faculty Handbook, Section 2.3.1.1.2 the following items will be considered in the evaluation process: outstanding performance as a classroom teacher, evidence of experiential learning, accessibility and diversity.

Performance Evaluation Criteria– Teaching

<p>Level 1 – The faculty member exhibits all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not maintain an updated syllabus <input type="checkbox"/> Never utilizes more than one teaching methodology or assessment tool <input type="checkbox"/> Does not establish course objectives <input type="checkbox"/> Does not uphold university classroom policies <input type="checkbox"/> Does not uphold advisor responsibilities <input type="checkbox"/> Does not maintain office hours
<p>Level 2 – The faculty member exhibits all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not maintain updated syllabus <input type="checkbox"/> Never utilizes a variety of teaching methodologies and assessment tools <input type="checkbox"/> Establishes but does not meet course objectives <input type="checkbox"/> Rarely upholds university classroom policies <input type="checkbox"/> Rarely advisor responsibilities <input type="checkbox"/> Rarely maintains office hours
<p>Level 3 – The faculty member exhibits all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains an updated syllabus <input type="checkbox"/> Utilizes a variety of teaching methodologies and assessment tools <input type="checkbox"/> Establishes and meets course objectives <input type="checkbox"/> Upholds university classroom policies <input type="checkbox"/> Meets advisor responsibilities <input type="checkbox"/> Maintains office hours
<p>Level 4 – The faculty member exhibits <u>all Level 3 Activities</u> as well as <u>three of the following</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains current Master Advisor Status <input type="checkbox"/> All departmentally administrated teaching evaluations are 2.2 or better <input type="checkbox"/> Provides diversity experience for students <input type="checkbox"/> Advises 25+ students <input type="checkbox"/> Conducts service learning courses <input type="checkbox"/> Provides evidence of professional development activity <input type="checkbox"/> Develops new materials for existing courses <input type="checkbox"/> Presentation of teacher effectiveness at local or state level <input type="checkbox"/> Positive peer evaluation <input type="checkbox"/> Other teaching activity
<p>Level 5 – The faculty member exhibits <u>all Level 3 Activities</u>, <u>three Level 4 Activities</u>, and <u>two of the following</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receives teacher recognition award <input type="checkbox"/> Receives grant for innovative teaching <input type="checkbox"/> Significantly impacts community as a result of teaching <input type="checkbox"/> All departmentally administered teaching evaluations are 1.8 or better <input type="checkbox"/> Presentation of teacher effectiveness at national or international level <input type="checkbox"/> Advises 50+ students <input type="checkbox"/> Development of new course <input type="checkbox"/> Other teaching activity

Performance Evaluation Guidelines Research / Scholarship/ Creative Activities/ Grant Activities

The nature of research and scholarly activity varies widely within the department. In formulating the following evaluation plan, the department recognizes the need to consider a broad spectrum of activities in the area of research. Consonant with the “research mission” and “goals and criteria for evaluating research” in the *Faculty Handbook*, we acknowledge that:

- (1) research generally refers to the discovery, refinement, evaluation, and synthesis of information, the application of specialized knowledge to the solution of problems, and artistic or creative activity;
- (2) specific modes of research include discovery, application, synthesis, and teaching as they are defined by Boyer; they also include criticism and creation as defined in the *Faculty Handbook*;
- (3) research advances knowledge in an academic field and encourages individual faculty development;
- (4) research enhances the quality of education that students receive;
- (5) research helps fulfill the University’s service obligation by contributing to the public welfare;
- (6) society benefits from both basic and applied research;
- (7) the process of research encompasses the production and formal communication of scholarly products and supports the University’s general mission in teaching, research, and service;
- (8) research whether in our discipline or across disciplinary lines, produces creative outcomes that are formally communicated to, and vetted, by peers;
- (9) research is of added value in the University mission if it involves students in the research process, if the scholarly product is transmitted to a broader audience than required for peer review, if it solves problems or addresses situations significant to the public, and if it expands knowledge or demonstrates growth in an area of expertise.

Research Performance Criteria Checklist

<p>Level 1- No written documentation of any of the following:</p> <ul style="list-style-type: none"> • Submitted/accepted peer-reviewed or invited publication • Submitted/accepted professional presentation • Professional review or editorship • Submitted/funded grant proposal • Accreditation/program review reports/self-study/technical reports • Supervision of student research (undergraduate or graduate) • Application of research to University constituents • Other scholarly/creative activity or research
<p>Level 2 – One product of any of the following with written documentation:</p> <p>____ Submitted/accepted peer-reviewed or invited publication</p> <p>____ Submitted/accepted professional presentation</p> <p>____ Professional review or editorship</p> <p>____ Submitted/funded grant proposal</p> <p>____ Accreditation/program review reports/self-study/technical reports</p> <p>____ Supervision of student research (undergraduate or graduate)</p> <p>____ Application of research to University constituents (e.g., data analysis of community program)</p> <p>____ Other scholarly/creative activity or research</p>
<p>Level 3- Two products of any of the following with written documentation or one product at the state/regional level (see list in Level 4):</p> <p>____ Submitted peer-reviewed or invited Publication</p> <p>____ Submitted professional presentation (minimum state or regional level)</p> <p>____ Professional review or editorship</p> <p>____ Submitted/funded grant proposal</p> <p>____ Managing an established grant</p> <p>____ Accreditation/program review reports/self-study/technical reports</p> <p>____ Presentation of completed student research at the local level</p> <p>____ Application of research to University constituents (e.g., data analysis of community program)</p> <p>____ Invited scholarly presentation</p> <p>____ Book review</p> <p>____ Other scholarly/creative activity or research</p>
<p>Level 4- Two products with written documentation of any of the following or one product at the national level (see list in Level 5):</p> <p>____ Accepted peer-reviewed or invited publication (at least state or regional level)*</p> <p>____ Accepted professional presentation (at least state or regional level)*</p> <p>____ Professional review or editorship (at least state or regional level)</p> <p>____ Funded internal grant proposal</p> <p>____ Approved accreditation/program review reports/self-study/technical reports</p> <p>____ Publication/presentation of student research in state/regional forum (undergraduate or graduate)</p> <p>____ Other scholarly/creative activity or research (at least at state/regional level)</p>
<p>Level 5- Two products with written documentation of any of the following:</p> <p>____ Accepted peer-reviewed or invited publication (at least at national level)*</p> <p>____ Accepted professional presentation (at least at national level)*</p> <p>____ Professional review or editorship (at least at national level)</p> <p>____ Funded external grant proposal</p> <p>____ Journal editorship/section editor (at least at national level)</p> <p>____ Publication/presentation of student research in national forum (undergraduate or graduate)</p> <p>____ Other scholarly/creative activity or research (at least at national level)</p>

* Accepted publications/presentations can be noted with a letter of unconditional acceptance OR can be noted when the item is published/presented. The faculty member has the option of including the items ONCE (i.e. letter of acceptance or published work) from the date of receipt of the letter of acceptance to the appearance of the work in print.

It is the responsibility of the faculty member to well-document and to explain the nature and significance of each product of research, scholarship, creative activity, or grant activity that is offered in this evaluation.

Performance Evaluation Guidelines – Service

Service to the University, community and profession constitutes a valuable contribution of a faculty member's time. These activities serve to build programs, build ownership, govern priorities, contribute to the progress of the institution, provide community outreach and advancement of one's profession.

When evaluating faculty service activities, the following strategies should be considered:

- Since service activities vary broadly in scope concerning time and energy, each faculty member should present/document the level of involvement so as to give meaning to the qualitative assessment of the activity.
- Each faculty member should list all service activities. The evaluator should, in turn, consider the quantitative evidence of the faculty member's record.
- Since the department feels strongly about the need for service activities, the evaluator should view the qualitative and quantitative parameters presented by each faculty as a "package", rather than evaluate each individual service activity.
- The following five categories provide descriptive information which should help evaluating faculty determine the appropriate level of performance of each individual faculty member's overall service effort:

Service Performance Criteria Checklist

<p>Level 1 – The faculty member exhibits all of the following:</p> <p><input type="checkbox"/> No documented service at any level</p> <p><input type="checkbox"/> Does not attend departmental faculty meetings</p> <p><input type="checkbox"/> Does not serve on all standing departmental committees (i.e. promotion & tenure; merit document construction & review)</p>
<p>Level 2 – The faculty member exhibits all of the following:</p> <p><input type="checkbox"/> No documented service outside of minimal contribution at the departmental level</p> <p><input type="checkbox"/> Rarely attends departmental faculty meetings; does not contribute when present</p> <p><input type="checkbox"/> Rarely attends standing departmental committee meetings (i.e. promotion & tenure; merit document construction & review); does not contribute when present</p>
<p>Level 3 – The faculty member participates in all of the following expected Service Activities:</p> <p><input type="checkbox"/> Attends a majority of all faculty meetings; absent only due to prior university-related commitments</p> <p><input type="checkbox"/> Serves on all standing departmental committees (i.e., promotion & tenure; merit document construction & review) and attends a majority of meetings; absent only due to prior university-related commitments</p> <p><input type="checkbox"/> Membership in one elected or appointed departmental committee</p> <p><input type="checkbox"/> Membership in one discipline-related professional organization</p> <p><input type="checkbox"/> Exhibits beliefs, values, and collegiality that carry out the mission of the University and its public affairs focus as defined in the Faculty Handbook, p. 25, 1.3.7</p>
<p>Level 4 – The faculty member is active in service by participating in <u>all</u> Level 3 Service Activities as well as <u>two</u> of the following:</p> <p><input type="checkbox"/> Chair one departmental committee</p> <p><input type="checkbox"/> Membership in one elected or appointed college committee</p> <p><input type="checkbox"/> Membership in one elected or appointed university committee</p> <p><input type="checkbox"/> Membership in one community, discipline-related organization</p> <p><input type="checkbox"/> Provides service to one community, discipline-related organization (i.e.; consultation, hosting Activities)</p> <p><input type="checkbox"/> Advisor for recognized student organization</p> <p><input type="checkbox"/> Assists with development of international service/student partnerships</p> <p><input type="checkbox"/> Participates in one marketing or recruitment activity for department</p> <p><input type="checkbox"/> Other Service Activities with university implications</p>
<p>Level 5 – The faculty member displays leadership in service by participating in <u>all</u> Level 3 Service Activities, <u>two</u> Level 4 Service Activities, and <u>one</u> of the following:</p> <p><input type="checkbox"/> Chair one elected or appointed college committee</p> <p><input type="checkbox"/> Chair one elected or appointed university committee</p> <p><input type="checkbox"/> Board member/officer of one community, discipline-related organization</p> <p><input type="checkbox"/> Board member/officer of one state, discipline-related professional organization</p> <p><input type="checkbox"/> Board member/officer of one regional, discipline-related professional organization</p> <p><input type="checkbox"/> Board member/officer of one national, discipline-related professional organization</p> <p><input type="checkbox"/> Board member/officer of one international, discipline-related professional organization</p> <p><input type="checkbox"/> Receives recognition for outstanding service (i.e., student organization accomplishments, professional organization service award)</p> <p><input type="checkbox"/> Other Service Activities with community, state, regional, national, or international implications</p>

SERVICE EXAMPLES
Fall, 2007
Health, Physical Education and Recreation
A Guide to Documenting Faculty Service Activities

Faculty can use this information to prompt the type of activities available for documentation in the performance category of Service

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| Service on campus committees or task forces | Service on discipline specific or related organizations |
| Service to recognized student groups | Service to on-campus governance/policy bodies |
| Professional memberships within the discipline | Off-campus service activities discipline-related |
| Off-campus service activities non-discipline-related | Special on-campus assignments |
| Consulting/Extension/Service Learning | Service recognitions and awards |
| Mentoring peers | International Development Activities |
| Assisting Per Course/Adjunct faculty | Coordinating with outside agencies (field work, etc.) |
| Maintaining labs | Sharing academic expertise with off-campus groups |
| Sharing academic expertise with on-campus groups | Serving as a role-model for students |
| Maintaining budgets | Developing or managing student scholarships |
| Attending faculty meetings | Marketing and recruitment activities |
| Assisting student groups with funding | Attending student-planned activities |
| Interviews with media which are discipline-related | Hosting activities for off-campus groups |
| Classroom Peer Evaluation | Providing out-of-class opportunities for students |
| Obtaining funding/resources to support teaching/research | |
| Other | |