Policies and Procedures for COEHD Employee Evaluation

All Employees are evaluated annually per university guidelines.

Annual Evaluation of Staff
Staff process is coordinated through HR (See University Rule 33.99.03.C0.01, Performance Management for Staff and Administrators).

Annual Evaluation of Faculty

- Annual Faculty Evaluation is based on the monitoring faculty performance in areas of expectations.
- Faculty are expected to be engaged in scholarship activities.
- Faculty are expected to provide quality curricular experiences to students and to be available to them for advising and professional mentorship.
- Faculty are expected to participate in governance of the academic community at all levels (department, college, & university) through participation on assigned committees and participation in academic community events (e.g., graduation, college level professional events).
- Annual evaluation of Faculty expectations in Research, teaching and Service are conducted through the Annual Development and Evaluation Planning process (ADEP).

Faculty Annual Development and Evaluation Plan (ADEP)

Purpose
The purposes of an annual development and evaluation plan (ADEP) are to provide faculty in the College of Education and Human Development the opportunity to set professional goals for the upcoming academic year and to provide a way to evaluate the extent to which goals have been accomplished at the end of the year. These goals should include all aspects of a faculty member’s professional responsibility in the areas of teaching, scholarship, and service. This process assumes that each faculty member has the prerequisite academic preparation and experience for her/his particular faculty assignment.

The following forms are available for download in the COEHD online handbook:

- Beginning of Year ADEP form
- End of Year ADEP form
Criteria in Evaluating Faculty Performance Academic Preparation and Experience:

Meets university requirements for position held, as described in University Rule 12.01.99.C1.01 (Responsibilities for Full-Time Faculty Members).

Teaching:

Demonstrates a continuing interest in improving as a teacher and a developing knowledge of university level pedagogy. Shows evidence of instructional innovation, updating and revising current courses, and new course development. Shows quality in teaching through a teaching portfolio consisting of: (1) teaching assignments by semester, (2) teaching load, (3) student evaluations, and (4) summaries of course revisions and/or innovations implemented in courses. Since academic advisement and career counseling are considered part of the faculty’s total teaching responsibility, the faculty member should be familiar with degree requirements and other matters related to academic advisement, career development and opportunities. When teaching comprises at least half of the faculty member’s assignment, evidence of teaching effectiveness must count at least half of the total possible weight in the faculty member’s evaluation (University Rule 12.01.99.C1.04).

Scholarship:

Demonstrates competence and productivity in scholarly activities (applied scholarship, instructional development and/or basic scholarship) which are related to the faculty’s discipline and to the mission of the college. Demonstrates a record of participation, competence, and productivity in their field through a combination of the following: (1) publication in peer reviewed and non-peer reviewed professional, pedagogical, or scholarly journals, (2) conference papers or presentations including those in proceedings, (3) published case studies, (4) instructor manuals, (5) instructional videos, software and web pages supporting instruction, (6) books or chapters in books, (7) monographs, (8) funded grants and funded research proposals, and (9) significant contributions to funded grants or research proposals. (University Rule 12.01.99.C1.04)

Service:

Serves in leadership positions on College and University committees. Participates in professional and community services such as consulting activities which serve the mission of the College, the University’s purposes, or the faculty member’s academic discipline. Program development activities, program area advertising and marketing activities, and College and University-level consulting activities are also recognized as part of the faculty’s record of service.

Procedure
The following steps will be completed in the ADEP process:

1. At the beginning of the year the faculty member submits her/his goals on the annual development plan form. On the form, goals are written for each of the major areas of professional responsibility (teaching, scholarship, service). Goals should be written to reflect what a faculty member expects and hopes to accomplish over the course of the upcoming academic year. These goals should also be based on the feedback on the previous end-of-year ADEP provided by the department chair in May. The form will be available to the faculty member at the beginning of the new academic year and must be completed by the first week of October of the new academic year.

2. Faculty member meets with department chair to review the ADEP. The department chair’s role is to provide initial feedback on the faculty member’s goals and offer recommendations if needed for refining goals or including additional goals that reflect departmental assignments and corresponding expectations. Consideration will be made of the faculty member’s previous year’s ADEP to facilitate any goal revision for the new academic year. Both the faculty member and department chair will sign off on the ADEP signifying there is mutual agreement of the faculty member’s goals. By signing the ADEP, the department chair is committing to providing as much support as possible to help the faculty member attain her/his goals. The ADEP is kept in the faculty member’s personnel file. This initial meeting with the department chair will take place during the month of October of the new academic year.

3. The end-of-the-year ADEP is submitted to the department chair by the first week in April of the same academic year. The original goals of the faculty member’s ADEP are submitted at the end of the academic year along with annotation for each goal explaining the extent to which each goal was accomplished.

4. The department chair meets with faculty member to review end-of-year ADEP. The purpose of this meeting is to ensure the faculty member receives prompt feedback on her/his ADEP. The department chair’s feedback is made in writing on the ADEP form and can be used by the faculty member for the development of goals for the next academic year. The faculty member must receive a “satisfactory” or “unsatisfactory rating”. Both the faculty member and the department chair will sign off on the written feedback provided by the department chair. It will be placed in the faculty member’s personnel file. This meeting will take place no later than the last week of April.

Uses of ADEPs

The faculty member’s end-of-the-year ADEP (submitted in April) will be used as one documentation source for: (a) annual merit pay considerations; (b) applications for tenure; (c) applications for promotion; and (d) post-tenure review (e) annual re-appointment for non-tenured faculty. Two contiguous years unsatisfactory rating in any will automatically trigger
remediation review for faculty at any rank. All ADEPs will remain as confidential documentation within the faculty member’s personnel file.

Appeals

A faculty member may make a formal appeal of the feedback received on the ADEP. The appeal process is as follows:

1. If upon review the faculty member is dissatisfied with the department chair’s feedback, she/he may submit a formal written response addressing areas of disagreement. This formal written response must be submitted to the department chair within two weeks of the April meeting with the department chair.

2. The department chair is required to review the faculty member’s formal written response and meet again with the faculty member to attempt reconciliation. This meeting must take place within two weeks from the time the department chair receives the faculty member’s formal written response or within two weeks of the beginning of the next academic year. The proceedings of this meeting must be formally documented and signed off by both the faculty member and the department chair. If the faculty member is unwilling to sign, it will be so noted.

3. If disagreements persist after the department chair and faculty member meet to discuss the faculty member’s formal written response, the faculty member may submit a written request for a meeting to the Dean of the College of Education and Human Development to present an appeal. This meeting must take place within two weeks from the time the dean receives the faculty member’s written request. The department chair must be present at this meeting. Upon request for a meeting with the Dean, the faculty member must submit to the Dean any and all written documentation in support of her/his appeal, including the ADEP under appeal, department chair’s written feedback, faculty member’s written response, documentation of faculty member’s reconciliation meeting with the department chair, and any other material the faculty member wishes to use in support of the appeal.

4. After the faculty member has met with the Dean and the department chair, the Dean will submit in writing to the faculty member her/his decision with justification concerning the faculty member’s appeal. This written decision must be submitted to the faculty member within two weeks after the meeting with the Dean and department chair. This decision will be considered the final step in the College of Education and Human Development appeal process for the faculty member concerning her/his ADEP feedback. All written documentation on the appeal will be placed in the faculty member’s personnel file.