

Annual Evaluation of Faculty: School of Health and Social Services

Faculty Evaluation - Each faculty member in the traditional, pedagogical, clinical and instructor tracks is evaluated by the SHSS director on the bases of effectiveness as a teacher; research/creative activities (traditional track faculty only); University and public service; and professionalism according to the standards and guidelines established by WKU, each college, and department. (II.X. Faculty Evaluation, 31st Edition)

To evaluate teaching, research/creative activity, and service, WKU uses the following labels, defined more specifically by the colleges and department.

- Distinguished: indicates a truly exceptional level of performance
- Skilled: indicates a level of strong performance
- Baseline: indicates a level of meeting minimum expectations
- Unsatisfactory: indicates a level of not meeting minimum expectations

This document includes descriptors for effective teaching, scholarship/creative activity, service, and professionalism in the School of Health and Human Services (SHSS). These metrics, and the latest information about Annual Faculty Evaluations in CHHS, are available by clicking [here](#).

As part of the annual evaluation process, all faculty should be prepared to include an updated CV, negotiated workload percentage for the period under review, and SITE data, including student comments, for the period under review.

Teaching Effectiveness

This document includes descriptors for effective teaching as outlined by the SHSS in accordance with criteria identified by the College of Health and Human Services (CHHS). For teaching, SHSS faculty shall include SITE data, including student comments, into their assessments.

	Unsatisfactory	Satisfactory
Teaching Responsibilities	Does not meet minimum teaching responsibilities as outlined in the faculty workload form.	Meets minimum teaching responsibilities as outlined in the faculty workload form.

Negotiated Workload (%)	Unsatisfactory	Baseline	Skilled	Distinguished
Commitment toward Teaching Mission	Demonstrates little to no contributions to the teaching mission of the program and/or school.	Demonstrates a minimum level of contributions and engagement to curricular and teaching activities.	Demonstrates a consistent commitment to the teaching mission of the school via curricular and teaching-related activities. Is recognized as a reliable and effective contributor to teaching initiatives that support the teaching mission of the program and/or school.	Demonstrates a sustained and meaningful level of engagement with the teaching mission of the program and/or school. Is recognized for leadership, unique, or expert-level contributions to initiatives that support the teaching mission of the program and/or school.
Course Design and Organization	Courses lack clear structure; learning outcomes and assessments are poorly	Courses demonstrate a basic structure with partial alignment between learning	Well-organized courses with clear alignment between learning outcomes, content, and	Exemplary courses design; regularly updated and aligned with best practices and

	aligned or missing.	outcomes and assessments, meeting the minimum level of expectations.	assessments.	student needs.
Use of Student Feedback (SITE and Comments)	Does not consider or respond to student feedback.	Acknowledges student feedback and makes adjustments to meet the minimum level of expectations.	Uses feedback to make thoughtful and effective improvements to teaching.	Proactively seeks and integrates feedback; demonstrates sustained improvement and responsiveness.
Peer Evaluation(s)*	The majority of items on the Peer Evaluation of Teaching in SHSS were ranked as unsatisfactory.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as baseline.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as skilled.	The majority of items on Peer Evaluation of Teaching in SHSS were ranked as distinguished.
Development of Instructional Materials and Methods	Relies solely on textbooks or outdated materials; lacks engagement. Takes part in no professional development and/or grant activities related to teaching.	Uses supplemental materials with limited effort to enhance learning, meeting the minimum level of expectations. Takes part in minimum or required professional development and/or grant activities related to teaching.	Develops and integrates diverse, relevant instructional materials. Regularly takes part in professional development and/or grant activities related to teaching.	Creates innovative and original materials that significantly enhance student learning. Actively engages in extensive professional development and pursuing grant opportunities that meaningfully enhance teaching effectiveness and innovation.
Mentorship and Advising	Faculty member rarely provides mentorship and/or guidance to students through regular advising or other student interaction.	Faculty member provides mentorship and/or guidance to students through regular advising or other student interaction.	Faculty member frequently provides extraordinary mentorship and guidance to students through regular advising.	Faculty member consistently provides extraordinary mentorship and guidance to students through regular advising.

*Tenured faculty are not required to be assessed via peer evaluation

Research and Creative Activity

This document includes descriptors for effective research/scholarship as outlined by the SHSS in accordance with criteria identified by the College of Health and Human Services (CHHS).

Negotiated Workload (%)				
Component	Unsatisfactory	Baseline	Skilled	Distinguished
Documentation of Research or Creative Activity	Faculty member has not made progress toward nor produced oral or written documentation toward a publication, grant, special study, presentation, exhibition, or substantive instructional/informational material in the past year.	Faculty member produces or has documentation marking considerable progress toward one or more substantive scholarly/creative activities.	Scholarship/creative activity frequently results in tangible application (in the form of scholarly publications* and presentations) and/or contributes to addressing real-world challenges. The faculty member frequently demonstrates scholarship/creative activity planning, data collection, analysis, writing, and research dissemination.	Faculty member consistently exhibits originality and innovative insights that generate new knowledge and/or understanding for dissemination (in the form of scholarly publications* and presentations).The faculty member consistently demonstrates scholarship/creative activity planning, data collection, analysis, writing, and research dissemination.
Contributions	Faculty member has made no contributions related to research or creative activity in the past year.	Faculty member presents a research-related presentation or creativity activity at the state or regional	Scholarship/creative activity results in a contribution to the field with the potential to shape	Scholarship/creative activity results in outstanding contribution to the field with the potential to shape future

		level; authors a non-peer-reviewed publication.	future scholarly/creative activity directions.	scholarly/creative activity directions.
Funding	Faculty member has not made progress toward securing a grant or funding in the past year.	Faculty member has made progress toward securing a grant or funding in the past year.	The faculty member pursues funding for scholarship/creative activity and seeks interdisciplinary opportunities that may include students.	The faculty member pursues diverse funding for scholarship/creative activity and actively seeks interdisciplinary opportunities that may include students.

**Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, health and social services practice manuals, workbooks, grant/contract applications or reports, program evaluations, technical reports, honors theses (mentorship), or research work including student researchers.*

Service Activity

This document includes descriptors for effective service as outlined by the SHSS in accordance with criteria identified by the College of Health and Human Services (CHHS).

Negotiated Workload (%)				
Component	Unsatisfactory	Baseline	Skilled	Distinguished
Program & School Service	Demonstrates little to no contributions to service within the program and/or school.	Demonstrates a minimum level of engagement and contributions to committees, student success and student engagement activities, and other forms of service at the program and/or school level.	Demonstrates a consistent commitment to service via committee membership, student success and student engagement, and other forms of service within the program and/or school. Is recognized as a reliable and effective contributor to service initiatives that support the mission of the program and/or school.	Demonstrates sustained and meaningful engagement across multiple forms of service areas within the program and/or school. Is recognized for making leadership, unique, or expert-level contributions to service initiatives that support the mission of the program and/or school.
College & University Service	Demonstrates little to no contributions to service within the program and/or school.	Demonstrates a minimum level of engagement and contributions to committees and other forms of service at the college and/or	Demonstrates a consistent commitment to service via committee membership and other forms of service within the program	Demonstrates sustained and meaningful engagement across multiple forms of service areas within the program and/or school. Is recognized for making

		university level.	and/or school. Is recognized as a reliable and effective contributor to service initiatives that support the mission of the college and/or university.	leadership, unique, or expert-level contributions to service initiatives that support the mission of the college and/or university.
Professional & Public Service	Demonstrates little to no contributions to professional and public service activities relevant to the discipline.	Demonstrates a minimum level of engagement and contributions to service within professional organizations and public initiatives.	Demonstrates a consistent level of engagement with, and contributions to, activities within organizations related to the profession and/or initiatives in the public sector. Is recognized as a reliable and effective representative of the program, school, college, or university.	Demonstrates sustained contributions to service within organizations related to the profession and those in the public sector. Has served in capacities that include leadership or expert-level contributions to service initiatives within professional and public initiatives in ways that advance the reputation of the program, school, college, or university.

PROFESSIONALISM
All faculty are required to behave with the utmost professionalism, integrity, and respect and abide by program, department, college, university and professional standards. Faculty are expected to respond in writing to any SITE evaluations, student correspondence (including student complaints), or other evidence that implies or directly states concerns related to professionalism.
FACULTY NARRATIVE
CONTINUANCE, TENURE & POST-TENURE PROGRESS
Faculty should outline and review their goals, continuance, tenure and post-tenure progress. This may include any new goals, achievements and opportunities for growth in their career and field.
FACULTY NARRATIVE