

DEPARTMENT OF HUMAN RELATIONS

FACULTY EVALUATION CRITERIA

Criteria for Evaluation

The tenure and promotion process of the Department of Human Relations is based on the criteria and procedures described in the Faculty Handbook. Therefore, teaching, research and service contributions will reflect the quantity and quality of the achievements appropriate for faculty members in a profession-oriented and practice-based department. Central to the evaluation process is the expectation that teaching, research and service will be primarily interrelated.

The overall distribution of effort for departmental activities will consist of the following: Teaching (40%), Research (40%) and Service (20%). But individual contracts may be negotiated to consist of a different distribution of activities, e.g., Teaching (50%), Research (25%), and Service (25%). In no instance will teaching be less than 25 percent or more than 75 percent; in no instance will research be less than 25 percent or more than 50 percent, nor will service be less than 10 percent or more than 50 percent. Faculty members who hold administrative positions and fulfill teaching and research expectations as assigned by Committee A and the Dean of the College of Arts and Sciences will be eligible for tenure and promotion. In this instance, administrative activities could comprise up to a maximum of fifty percent of an individual's activities.

Committee A and the Chair of the Department of Human Relations will recommend to the Dean of the College of Arts and Sciences merit raises, tenure and promotion based upon the following criteria.

Teaching

The department's primary teaching mission is to prepare students to function effectively in a broad range of human services career fields. Specifically, faculty members will focus on preparing students for the following professional skills:

Consulting. Serving as a source of technical information for defining, clarifying, evaluating, enlarging upon, or sharpening procedures or capabilities.

Instructing. Teaching subject matter to others, or training others, through explanations, demonstration, practice, and tests.

Treating. Acting or interacting with individuals or small groups of people who need help to carry out specialized therapeutic or adjustment procedures.

Supervising. Determining and/or interpreting work procedures for other persons, assigning specific duties to them, maintaining harmonious relations among them, evaluating performance, and promoting organizational efficiency.

Negotiating. Exchanging ideas, information, and opinions with others on a formal basis to formulate policies and programs, and to resolve problems growing out of administration of current policies and programs.

Mentoring. Dealing with individuals in terms of their life adjustment behavior in order to advise, counsel, and guide them with regard to problems that may be resolved by scientific, clinical, legal, spiritual, or other professional principles. Advising clients on the implications of diagnostic categories, courses of action, and the merits of various strategies for change.

The quality of teaching will be determined by multiple sources, including course syllabi; peer evaluations; Arts and Sciences Teaching Evaluations; awards and honors; feedback solicited by Committee A from students (individuals who are currently enrolled in a professor's course(s), those who drop course(s), students who have completed course(s) and advisees). Central to effective teaching is the ability of professors to treat students with respect, respond promptly in helpful ways to their questions and telephone calls, and otherwise be available to individuals who need assistance. Appropriate supervision of graduate assistants and interns, participation on masters' and doctoral committees, and reading comprehensive examinations are valued parts of the teaching responsibility, as are assisting students in applications to doctoral programs and helping to place students in regional and national internships and related awards. It is expected that assigned papers and graded examinations will be returned to students in a timely manner. Finally, all faculty members must be available to students during posted office hours and by appointment.

In summary, an effective teacher will demonstrate a firm grasp of his or her area(s) of specialization and stimulate students through well designed, interesting courses. Furthermore, s/he will be a diligent advisor.

Research

All faculty members are expected to be actively involved in the development of a human services-related profession through research and scholarship. The quality of research and scholarship is more important than merely producing quantity. Of course, a large number of quality publications will be rated higher than a few publications. But in no case are faculty encouraged to produce mediocre work just to get publications.

Acceptable scholarship includes both theoretical and empirical knowledge; neither kind is considered more important than the other. The department recognizes many methods of gathering scientific evidence, including (1) naturalistic observation, (2) retrospective case study, (3) sample study (4) correlational study and (5) experiments with subjects. As an interdisciplinary department, we recognize that research methods other than the examples listed here may be appropriate to a particular professor's work; this list is not exclusive.

We have categorized acceptable publication sites in three groups. Those with the highest priority are journals, books, special publications required by funding agencies, government publications and social services evaluation reports. The second priority group includes handbooks, edited volumes, and co-authored books. The third group, third in priority but still strongly recommended, consists of presentations at national and international conferences and symposia. The fourth category, below the third but recommended especially for junior faculty, is presentations at regional conferences and symposia.

Because we are a strongly multidisciplinary department, many faculty publications will be placed in interdisciplinary journals or articles will be placed across disciplinary lines. We have not named any journals as preferable to

any others nor do we distinguish between new journals and established journals. We strongly encourage interdisciplinary or cross-disciplinary publication, but journals from the traditional disciplines are equally acceptable.

Service

Except for Human Relations Department committee assignments and presentations at professional meetings, untenured assistant professors will keep service activities to a minimum. For other faculty, involvement in university and professional (regional, national and international) associations is encouraged. Holding special offices, writing committee reports, and being otherwise actively involved in service activities are more highly valued by the department than merely holding membership in an association. Serving on local, state, national, and international committees, advisory boards and commissions are viewed as an extension of a faculty member's teaching and, in some instances, research functions. So too are such activities as book reviews for journals, manuscript reviews for book publishers, and editing journals or government agency publications. Active participation in community organizations directly related to one's research is especially encouraged. Other service activities include consulting and teaching assignments that are human services professions related.

Interdisciplinary Work

Because Human Relations is strongly interdisciplinary, our faculty members do interdisciplinary research and teaching. They are strongly encouraged to participate in the University's interdisciplinary programs and to initiate interdisciplinary projects of their own. Such work is highly valued in annual

evaluations. At the point of tenure and/or promotion, documentation of interdisciplinary work will be solicited from interdisciplinary team members and interdisciplinary programs and will be included in the tenure and promotion file.

Annual Evaluations

Annual evaluations will be carried out according to the rules of the University and the College of Arts and Sciences. The department will assess the individual's performance in the areas of teaching, research, service and interdisciplinary activity described in the preceding sections. Annual evaluations and recommendations of merit salary increases will be based on three years' performance to permit recognition of work toward proposals, monographs, articles, books and multiple year grant cycles. If the University has not provided merit salary increases for a period longer than three years, recommendations for merit increases will be based on the average of the previous years since the last university-wide merit increase.

Review of Progress Toward Tenure

Each tenure-track faculty member will receive each year an assessment of progress toward tenure that is separate from the annual evaluation. Individuals will be evaluated in terms of the criteria for teaching, research, and service listed above. These will be evaluated in comparison with departmental expectations of achievement during the tenure year. The assessment of progress toward tenure will be cumulative, each year taking into consideration all preceding years' work, to determine whether the individual understands and is working toward making her/himself tenurable after six years. The assessment will be in the form of a letter to the individual with a copy to the

Dean. Committee A will discuss the letter with the candidate, who may respond in writing to Committee A and the Dean if s/he wishes.

A mid-point evaluation, normally during the third probationary year will include a close examination of all published work, manuscripts ready for review, a review of prior annual evaluations, and an examination of the information on teaching available to date. External evaluation is not required, but may be used if either the candidate or Committee A believe it will be useful. Interdisciplinary work will be considered important in the mid-point evaluation.

Probationary faculty will normally be reappointed annually during the probationary period. However, reappointment depends on the quality of performance in the position, the availability of funds, and the need of the University for the particular services provided by the faculty member. However, the Human Relations Department uses annual and mid-point evaluations to improve faculty members' work. Our intention is to help tenure-track faculty achieve tenure and distinguished post-tenure careers. Therefore, negative reviews of any one aspect of an individual's work will be considered a basis for improvement, not a cause for termination.

Tenure and Promotion

Each individual being considered for tenure or promotion will assemble a dossier in accordance with directives from the Provost. Annual evaluations of each faculty member will be an integral part of his or her tenure and promotion dossier, as will peer evaluations. Peer evaluations of teaching may be provided by colleagues in or outside the department. In tenure and promotion reviews, peer evaluators must be tenured and at a higher rank than the

candidate. Such peer evaluators will be appointed by Committee A. External evaluations will be obtained from individuals in the field(s) of the candidate's research/creative activity. External evaluations will be solicited from eight individuals, four chosen by the candidate and four by Committee A. The candidate's research/creative performance will be evaluated against performance in similar [inter]disciplinary units at comparable institutions.

Only tenured faculty members will make tenure and promotion decisions, and only individuals at the same rank or higher to which a faculty member is being recommended will cast votes. The Chair and a representative of Committee A will provide in writing, independently of each other, reasons for their recommendations(s).

Tenure

Unless negotiated otherwise, the quality of teaching and research are the major criteria for tenure. As noted above, at the assistant professor level, service is a secondary activity. The record of teaching and research must reflect the potential to make additional significant contributions with time in rank. Overall, teaching and research evaluations should be consistently in the above average contributions range on College of Arts and Sciences annual evaluations. As a general guideline, in order to receive tenure and promotion, assistant professors should publish at least six articles in refereed journals and/or in major government journals/publications; or the equivalent (for example, a scholarly book). In all cases, quality is considered more important than quantity.

The basic criteria for the award of tenure are (1) above average performance in carrying out the responsibilities of the position and (2) promises for

continuing achievement. In the event that a tenure-track faculty member holds an administrative position during the pre-tenure probationary period, the percentages assigned to the administrative position will be used to adjust quantitative expectations about teaching and research so that the individual will not be penalized for having served the University, College, or Department as an administrator. In such a case, the administrative work will also be evaluated as one of the responsibilities of the position.

Promotion

As a general guidelines, in order to receive tenure and promotion, assistant professors should publish at least six articles in refereed journals and/or major government journals/publications; or the equivalent (for example, a scholarly book). Handbooks, edited volumes and co-authored books are considered research publications equivalent to articles or monographs depending on the extent and quality of the individual's contribution. Research grants and training grants funded from sources external to the University may be substituted for publications but they will not be the sole criterion for research proficiency. The normal expectation is that research and training grants will result in publications. In all cases, quality is considered more important than quantity. Teaching must be above average as measured by several of the criteria listed above.

In order to receive a promotion to full professor, the faculty member must demonstrate a continuous publication record in the form of articles, books, book chapters and monographs beyond the associate professor requirements. Furthermore, he or she must have achieved positive recognition through

scholarly papers and lectures at national and international meetings, and publications or other forms of scholarly performances.

Because Human Relations is an interdisciplinary field, specific criteria will vary according to the individual's field. For example, a person whose research/creative activity is clinical might be expected to publish articles, obtain funding and develop programs to benefit clinical interns, or to specialize in evaluation research or case studies; a person whose research/creative activity is in the humanities might publish a theoretical book; one whose specialization is social change in community organizations might obtain grants for action research; one whose field is human resource development might develop a handbook for organizational intervention or study the effectiveness of certain consultation activities. What these professors would have in common is national recognition for their scholarly activity or, in the case of clinical professors, strong regional recognition that can be directly evaluated against a national standard. A demonstrated record of interdisciplinary work will be highly valued in evaluating qualifications for promotion.

Excellence in teaching is expected of anyone considered for promotion to full professor. In the area of service, at this level a steadily increasing record of service to the University is a normal expectation in addition to regional, national and/or international professional services.

Approved by faculty September 8, 1997