### Faculty Evaluation Criteria

**Department of HHPR**

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<th>Assessment</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
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| **Exceptional** | • Excellent teaching evaluations across the board  
• Several extraordinary contributions to teaching such as successful direction of dissertations/theses, curriculum innovation, teaching award, publication of a major textbook  
• Other innovative teaching accomplishments | • An unusually productive year in which several of the following occurred: notable internal/external grant funded, book published, several refereed journal articles published, numerous papers presented, publication high in impact, etc. | • Superior contribution to university/college  
• Service to the professional, religious or community leadership that clearly made a difference (beyond just membership, committee membership) |
| **Noteworthy** | • Good to very good teaching evaluations across the board  
• A significant contribution to teaching such as curriculum innovation, teaching award, publication of a major textbook | • Strong one-year record of productivity including at least two of the following: internal/external grant funded, book published, 2-3 or more refereed journal articles published, one or more articles forthcoming, a few papers presented, etc. | • Service to the university/college, professional, religious or community leadership that clearly made a difference (beyond just committee membership) |
| **Effective** | • Average to good teaching evaluations  
• Other evidence of support to teaching mission such as large sections, Honors theses committee, MS Ed or PhD committee, etc. | • 1-2 publications and/or evidence of ongoing research agenda and productivity during the evaluation year such as: paper presentations, journal submissions, book prospectus, etc. | • Active participation in departmental service, including normal attendance at department meetings and events  
• Member/chair of department/university committee that meets regularly  
• Active member of professional organizations |
| **Marginal** | • Teaching evaluations below comparative group mean  
• No effort to improve/update course content or delivery | • Evidence of ongoing efforts in research and scholarly/creative activities which will come to fruition in the future | • Participates in departmental meetings and events  
• Member of university committee |
| **Unsatisfactory** | • Subpar teaching evaluations | • Little or no evidence of research and scholarly/creative contribution | • Minimal participation in departmental service, including normal attendance at department meetings and events  
• Little evidence of service to university/college, professional organization, church, or community |

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*Based on 3-2 teaching workload. Faculty teaching reduced (e.g., 2-2) or increased (e.g., 3-3, 3-4, or 4-4) loads will have increased or reduced expectations, respectively, in the area of research. Ratings will also take into account progress toward/attainment of last year’s goals and any exceptional contributions not included on this rubric.*