

CSD FACULTY PERFORMANCE RATINGS

TEACHING	
RATING	DEMONSTRATED PERFORMANCE
<i>Distinguished</i>	<ul style="list-style-type: none"> • Consistently exceeds course objectives and learning outcomes. • Receives outstanding student evaluations. • Participates in continuing education opportunities specific to developing strategies to enhance pedagogy. • Exceptionally well-prepared and organized for all classes. • Leads professional development initiatives related to teaching. • Continuously updates and innovates course content. • Recognized for excellence in teaching through awards or other formal recognition. • Mentors other faculty members in effective teaching practices. • Incorporates a variety of innovative teaching strategies to meet the needs of a diverse group of learners. • Utilizes a variety of assessment procedures to evaluate student learning. • Demonstrates effort to modernize curriculum and instruction.
<i>Skilled</i>	<ul style="list-style-type: none"> • Consistently meets or exceeds course objectives and learning outcomes. • Receives generally positive student evaluations with constructive feedback. • Well-prepared and organized for all classes. • Demonstrates consistent effort to improve course instruction as demonstrated by actions such as syllabus/course updates. • Regularly participates in professional development activities related to teaching (i.e., CITL workshops, conferences, webinars, peer observations, etc.) • Regularly updates course content to reflect current knowledge and practices. • Engages students effectively and fosters a positive learning environment.
<i>Baseline</i>	<ul style="list-style-type: none"> • Addresses and meets course objectives and learning outcomes. • Receives mixed student evaluations, with some areas of concern. • Generally prepared and organized for classes. • Regularly attends and is on time for classes.

	<ul style="list-style-type: none"> Occasionally participates in professional development related to teaching. Updates course content regularly. Responds to student feedback. Communicates regularly to students in courses.
<i>Unsatisfactory</i>	<ul style="list-style-type: none"> Frequently receives poor student feedback through formal student evaluations, written responses, or oral feedback. Does not meet course learning outcomes and objectives. Frequently misses classes or arrives late. Does not respond to feedback related to improving instruction. Does not seek ways to modify or enhance course design to support student learning. Lack of preparation and organization for classes. Does not update course content to reflect current knowledge and practices in the field. Consistently fails to communicate with and respond to students Does not provide students with feedback (including grading) course assignments and activities.
Department Chair Feedback and Sample Evidence	

SERVICE	
RATING	DEMONSTRATED PERFORMANCE
<i>Distinguished</i>	<ul style="list-style-type: none"> Provides exceptional service to the department, university, and profession. Takes on leadership roles in committee work or other service responsibilities in the department, college, and/or profession. Consistently proactive, reliable, and innovative in service-related tasks. Recognized for outstanding service contributions through awards or formal recognition. Assists in developing and executing service activities to the department, college, university, and/or profession. Mentors faculty and students in service-related activities.



WKU

Department of

Communication Sciences and Disorders

	<ul style="list-style-type: none">• Consistently attends and participates in committee, department, and program meetings.
<i>Skilled</i>	<ul style="list-style-type: none">• Actively participates in departmental, university, or professional service activities.• Assists in executing service activities to the department, college, university, and/or profession.• Takes on significant roles in committee work or other service responsibilities.• Proactively contributes and is reliable in service-related tasks.• Recognized for their contributions to service activities.• Attends and participates in committee, department, program, and meetings.
<i>Baseline</i>	<ul style="list-style-type: none">• Participates in some departmental, university, or professional service.• Participates in departmental meetings.• Contributes to and is collaborative in committee work or other service responsibilities.• Reliable in service-related tasks.• Attends and participates in committee, department, and program meetings.
<i>Unsatisfactory</i>	<ul style="list-style-type: none">• Minimal to no participation in departmental, university, or professional service activities.• Does not contribute to committee work or other service responsibilities.• Frequently unreliable and unresponsive in service-related tasks.
Department Chair Feedback and Sample Evidence	



RESEARCH	
RATING	DEMONSTRATED PERFORMANCE
<i>Distinguished</i>	<ul style="list-style-type: none">• Produces multiple forms of high-quality scholarly activity (i.e., papers, presentations, and creative work based on T&P guidelines).• Frequently publishes in peer reviewed journals.• Frequently presents at professional conferences and conventions.• Secures external grant funding.• Scholarship is innovative, groundbreaking, and recognized within the discipline.• Leads collaborative research efforts and projects.• Receives awards or formal recognition for scholarly contributions.• Mentors colleagues and students in scholarly and creative activities.
<i>Skilled</i>	<ul style="list-style-type: none">• Research is well-designed, executed, and recognized by peers.• Submits more than one manuscript (or revisions) to relevant peer-reviewed journals, and/or drafts one or more books or book chapters for publication consideration.• Applies for two or more internal and/or external grants.• Actively participates in collaborative research efforts.• Remains current with advancements in the field and integrates them into their work.• Participates in collaborative research efforts.
<i>Baseline</i>	<ul style="list-style-type: none">• Research is adequately designed and executed.• Actively writing manuscript drafts or editing manuscript(s) in preparation for submission.• Evidence of conducting on-going research/creative activities not yet resulting in publication, display, or performance.• Submits at least one peer-reviewed paper and/or grant application annually.• Demonstrates understanding of advancements in the professional field.
<i>Unsatisfactory</i>	<ul style="list-style-type: none">• Minimal to no research output.• No submission of peer reviewed papers or grant applications.• No demonstration of follow through with research agenda.



	<ul style="list-style-type: none"> • Does not seek ways to further develop or enhance research skills. • Fails to keep current with advancements in the professional field.
<p>Department Chair Feedback & Sample Evidence</p>	

PROFESSIONALISM	
CHHS Criteria	CSD Criteria
<p>A faculty member behaves professionally by adhering to department, college, University, and professional organization standards. Professional behavior includes timely completion of departmental, college and University tasks; ethical conduct in matters of instruction, research, and finances; and the maintenance of civil and respectful relationships with students and colleagues.</p>	<ul style="list-style-type: none"> • Demonstrates respectful and professional behavior toward students, colleagues, and community partners. • Responsive to communication (email, phone calls, requests for meetings). • Regularly fulfills responsibilities in a timely manner. • Demonstrates integrity and ethical behavior • Engages in or supports initiatives to promote and enhance opportunity and inclusivity within the department, college, university, and professional community.
<p>Department Chair Feedback and Sample Evidence</p>	



Department of
Communication Sciences and Disorders

Department Chair Overall Evaluation Feedback

Overall Faculty Comment (optional)