DPH ANNUAL FACULTY EVALUATION RUBRIC
Adopted April 2024

Area 1: Teaching

Demonstrate a thorough knowledge and understanding of the content relevant to the discipline in which they teach. Examples of content expertise may include, but are not limited to:

- Systematic organization of courses
- Effective presentation
- Assessment procedures
- Student assessment and feedback
- Student performance/success of students
- Critical thinking and/or creative abilities effectiveness
- Research/scientific or technological innovations
- Development of learning resources
- Developing/scheduling/teaching courses
- Development of web-based/web-supported, support of globalization

Category	Distinguished	Skilled	Baseline	Unsatisfactory
Criteria	Individual meets all the criteria for the skilled category as well as: • Student feedback from course appraisals/SITE evaluations are assessed at 4 or above and faculty is responsive to comments in teaching	Individual meets all the following criteria: • Individual systematically revises course content/topics, organization, and materials in response to new developments in their field. Syllabi follow WKU guidelines and define	Individual meets all the following criteria: • Individual provides well-organized and thorough syllabus for each course taught. Syllabi follow WKU guidelines and define course objectives, topics, and means of student evaluation. Course	Faculty member does not meet the conditions for evaluation of Baseline.

	practices as appropriate. **AND** • Individual plays a major role in the development and implementation of new courses. **OR** • Individual displays innovation in major revisions of existing courses/curriculum. **OR** • Individual develops or conducts web-based, web- supported, and/or study abroad courses or other international academic programs; incorporates global concepts in courses.	course objectives and means of student evaluation. Course material is consistently well- organized. • Individual uses multiple teaching/learning strategies to present course content, demonstrates excellent preparation for content delivery, and maintains flexibility in responding to student needs. Uses appropriate technology for learning. Consistently relates content to previous knowledge and/or future applications. Consistently facilitates discussion/interaction among or with students and responds effectively to student questions. • Individual *develops* tests/assignments/evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with constructive feedback about their progress. Tests/assignments are systematically updated, as needed. Provides to	material is somewhat well- organized. • Individual delivers course content in an efficient manner, demonstrates adequate preparation for content delivery, and uses multiple teaching/learning strategies. Occasionally relates content to previous knowledge and/or future applications. Occasionally encourages discussion/ interaction among or with students. • Individual administers tests/assignments/ evaluation instruments that appropriately represent course content/goals/objectives and does so frequently enough to provide students with adequate feedback about their progress. Provides students with assessment criteria, instructions, and expectations. • Student feedback from course appraisals/SITE evaluations and other	

		students the goals of assessment, along with criteria, instructions, and expectations. • Individual supports students in applications to graduate and/or professional programs; supports students in job searches. • Individual creates a *well-established learning environment* that encourages student questions, involvement, and debate. *Makes students a priority in being accessible and available to their needs. Encourages and allows for individual expression. Actively guides* students to be independent learners. • Student feedback from course appraisals/SITE evaluations and other student comments are assessed and faculty is responsive to comments in teaching practices as appropriate. • Individual routinely assigns professional literature • Individual is able to refer students to current information sources.	student comments are assessed and faculty is responsive to comments in teaching practices as appropriate. • Individual encourages student questions, involvement, and debate. Assists students to be independent learners. • Individual covers basic materials in the field in a competent manner. • Individual uses course supporting materials in addition to textbooks to enhance instruction.	

		- Individual develops/revises learning resources for instructional use, such as workbooks, manuals, course packets, media, PowerPoint slides, outlines, online materials, and in-class exercises. - Individual enhances courses through other technology means. - Individual incorporates global concepts in courses.		

Area 2: University & Public Service

University Service includes work that contributes to the effective operation and governance of a program, department/school, college, and/or the university. All faculty are expected to contribute to the academic community through committee service and participation in program, department, college, and university governance. Key involvement includes, but not limited to service related to the following:

- University committees
- College committees
- Departmental committees
- Program committees
- Program Reviewer
- Program Coordinator
- Advising/mentoring
- Workshop coordinator
- Student Recruitment
- University/College/Department Events
- Commencement participation
- Grant reviewer
- Journal Reviewer
- Textbook Reviewer
- Accreditation Reviewer
  For additional service opportunities refer to enter website

Category	Distinguished	Skilled	Baseline	Unsatisfactory
Criteria	Individual meets 3 of 3 of the following criteria: • Service at the college or university level	Individual meets 2 of 3 of the following criteria: • Service at the college or university level	Individual meets 1 of 3 of the following criteria: • Service at the college or university level	Faculty member does not meet the conditions for evaluation of Baseline.

	- Service in a role on at the department or program level - Service at the international, national, regional, state or local level. AND meets the following criteria: - Leadership role in any of the above types of service	- Service at the department or program level - Service at the international, national, regional, state or local level.	- Service at the department or program level - Service at the international, national, regional, state, or local level.	

Area 3: Research & Creative Activity

The following are recognized outlets for scholarship in the health sciences and human services.
- Publications in peer-reviewed scientific journals in the respective research or related discipline(s).
- Peer-reviewed presentations disseminated at international, national, regional, and state conferences.
- Scholarly Book or Textbook and/or a chapter published in a scholarly book or textbook. [Note: Scholarly sources (also referred to as academic, peer-reviewed, or refereed sources)]are written by experts in a particular field and serve to keep others interested in that field up to date on the most recent research and findings.

* Faculty member may count each research activity in each category to contribute to overall total. For example, 2 accepted peer-reviewed publications in one AY will be counted as meeting 2 of the 7 criteria.

Category	Distinguished	Skilled	Baseline	Unsatisfactory
Criteria	Individual meets 5 of 7 of the following criteria: • Submit one peer-reviewed publication. • Accepted peer-reviewed publication. • One poster or podium presentation at a peer-reviewed international, national, regional, and state conferences/	Individual meets 3 of 7 of the following criteria: • Submit one peer-reviewed publication. • Accepted peer-reviewed publication. • One poster or podium presentation at a peer-reviewed international, national, regional, and state conferences/	Individual meets 2 of 7 of the following criteria: • Submit one peer-reviewed publication. • Accepted peer-reviewed publication. • One poster or podium presentation at a peer-reviewed international, national, regional, and state conferences/	Faculty member does not meet the conditions for evaluation of Baseline.

	meetings are required. • Applied for one grant/contract. • Authored a textbook chapter. • Collected and/or analyzed data. • Authored a technical report or white paper. • Establish research collaboration and gather pilot data or information. **OR** • Other significant achievements in research and scholarly activity may be assessed as distinguished based on narrative review and documentation.	meetings are required. • Applied for one grant/contract. • Authored a textbook chapter. • Collected and/or analyzed data. • Authored a technical report or white paper. • Establish research collaboration and gather pilot data or information.	meetings are required. • Applied for one grant/contract. • Authored a textbook chapter. • Collected and/or analyzed data. • Authored a technical report or white paper. • Establish research collaboration and gather pilot data or information.	