Introduction

The *Policies and Procedures for Faculty Evaluation* document has been developed to communicate the expectations and timelines of a faculty evaluation plan for the Department of Early Childhood/Elementary Teacher Education. The plan is intended to meet the requirements of the Board of Regents, Emporia State University, and The Teachers College regarding promotion, tenure, and merit.

The purpose of evaluation in the Department of Early Childhood/Elementary Teacher Education is to help faculty members make a difference in the areas of teaching, scholarly activity, and service. In that light, evaluation is applied to the consideration of merit increases, promotion, and tenure.

Teaching

Quality teaching is one of the most important expectations of faculty in The Teachers College and the Department of Early Childhood/Elementary Teacher Education. It is a goal of the department that its faculty are among the best on the university campus, and that they serve as models for exemplary teaching in all settings. Course syllabi and instruction should align with the conceptual framework of the professional as critical thinker, creative planner and effective practitioner in addition to addressing the competencies required for state certification when appropriate. As part of the annual review by the chair with the candidate, peer and/or chair review of teaching may be initiated or incorporated into the annual goals.

For promotion and tenure, excellence in teaching is necessary but not sufficient in and of itself. Excellent teaching is defined as teaching student evaluation “scores” for the majority of courses taught over the review period remaining at or above the average for the department and/or The Teachers College means. Evaluation may be a combination of TEVAL scores, peer and chair review of instruction; student feedback groups and other means that the department may devise. In addition, there should be some evidence of integration of technology, diversity, and inclusion both in the content and teaching strategies of courses taught. Faculty are expected also to show evidence of development or delivery of instruction using unique delivery systems (Telenet, ITV, Web) or unique delivery formats (weekend workshops, video/module, etc.). Criteria for excellence in teaching apply to tenure and for promotion to both associate and full professor.

If advising, supervision of student teachers or practicum students is part of assigned load, evaluation of such activity as designed by the department should be positive and meet the needs of the students and the department.

Scholarly Activity

It is expected that faculty members be engaged in research and other forms of scholarly activity. Research is a means of building a foundation for stimulating intellectual curiosity, creative and dynamic performance in professional functions, and the growth of leadership skills. In order to achieve tenure and promotion to associate professor it is necessary to have 5 - 7 refereed scholarly works which are within the broad scope of the candidate's discipline and may include combinations of the following:

- State/federal/privately funded grants
- State, national, international journal articles
- Chapters in books
- Books (will count more than 1)
Consistent presentations at state, regional, national conferences (1-2 per year over 5 years will count as 1 for scholarly activity)
Other types of scholarly work (videotape, software, etc. production if widely distributed)

ERIC citations, conference proceedings and studies published by the author may be considered for merit but might not be considered for tenure and promotion.

In order to receive promotion to full professor, after sufficient years of service are completed, it is necessary to have an additional 5-7 refereed scholarly works as defined above. The scholarly works should reflect and support the candidates discipline.

**Coordinator/Director**

Faculty who are assigned to be a PDS coordinator or a program director have duties that fall outside of the typical three categories of review as defined above. The duties vary widely but generally come under the broadly defined categories of: administration; supervision; advising, both academic and personal; scheduling and coordinating; and advocacy or marketing. Those faculty members are permitted to write goals that reflect these activities for merit review. The relative weights of those goals will be mutually determined with the chair and individual faculty member.

**Service**

There are various ways to interpret faculty service: to the department and college, to the university, to the profession, and to the community. It is expected that faculty members will be involved with their professional organizations and will help colleagues in the field; that faculty members will participate in university governance and serve on committees and participate in student recruitment; and that appropriate contributions will be made to the community in which the faculty member resides. The degree to which faculty members make such contributions is an important factor in the department’s promotion, tenure and merit consideration. University and professional organization involvement on committees is required for promotion to associate professor. To be considered for professor, the candidate should have demonstrated leadership in a state or national professional organization related to the candidate's discipline.

**The Faculty Standards and Performance Contract**

The *Faculty Standards and Performance Contract* is applicable to all faculty assigned to the Early Childhood/Elementary Teacher Education. It contains the forms and supporting pages necessary for evaluating faculty in the areas of teaching, scholarly activity and service.

**Evaluation Weighting**

Individual faculty members, with the approval of the chair, have latitude in adjusting the standard percentage evaluation weightings for a specified year. There are four categories and the respective suggested weights are as follows: Teaching (40%-60%); Scholarly activity (15%-30%); Coordinator/Director (0%-35%) and Service (10%-30%). It is the chair’s responsibility to help faculty adjust the percentages to reflect their assigned responsibilities. Whichever the weighting each category is given, the total must be 100%. Performance ratings will be mutually determined by the department chair and faculty member for each subcategory at the end of the year conference. There are 500 points possible.

**Nontenure Track Faculty**
Faculty members who occupy nontenure track positions have separate and unique responsibilities within the department. They, with the approval of the chair, have more flexibility in choosing weights for the areas of merit review. The four categories and the respective suggested weights are as follows: Teaching (40% - 60%); Scholarly activity (15% - 30%); Coordinator/Director (0% - 35%); and Service (10%-30%). It is the chair’s responsibility to help faculty adjust the percentages to reflect their assigned responsibilities. Performance ratings are determined as with the tenure track faculty (see above).

**Goal Setting**

Every faculty member will establish personal annual goals which reflect their assigned responsibilities. Non-tenured faculty are strongly suggested to establish goals in each category of teaching, scholarly activity and service. The time period for accomplishment of the goals will be consistent with that of the evaluation period, January through December. Goals may be unique to the individual faculty member but should relate to the goals and mission of the department, college and university.

Goals should also include the application of new and emerging technologies, especially those that enhance the quality of curriculum, instruction and student learning. Each faculty member may review their goals in September and make changes as necessary. Changes are due to chair by October 1.

The extent to which goals have been achieved for the current evaluation period will be discussed in conference by the faculty member and the chair, and will be considered by the department chair when making merit recommendations. At the conference, the faculty member will finalize with the chair the tentative goals selected for the next evaluation period.

**Procedure for Establishing the Evaluation Committee**

Before October 15 of each academic year, the faculty of the Department will determine by democratic process whether to have peer review in the areas of merit, promotion and tenure, and sabbatical leave requests. The Faculty Recognition Committee will be elected by democratic process of the Departmental faculty and shall have responsibility for each of the review areas selected by the faculty. The committee will be advisory to the Chair. If the faculty elects not to have peer review in any area, evaluation will be the responsibility of the Chair.

**Departmental Definition of Failure (Required by Faculty Senate Bill 04 003)**

Faculty in the Department of Early Childhood/Elementary Teacher Education are expected to demonstrate quality teaching, to be engaged in research and other forms of scholarly activity, and to provide service to the department, college, university, the profession, and the community. Failure to meet these responsibilities will be noted if one or more of the following conditions exist for four out of six consecutive years:

1. inability to create professional competent goals in each of the three evaluation categories
2. inability to adequately meet goals established the previous year
3. consistently scoring less than 250 out of 500 points on the Faculty Performance and Standards Contract as defined in the departmental Policies and Procedures for Faculty Evaluation.

**Assistance for Faculty Determined to be Demonstrating Chronic Low Performance**

Faculty in the Department of Early Childhood/Elementary Teacher Education who are identified as chronic low performers will be placed on an intensive assistance plan monitored by the department chair. The intensive assistance plan will identify specific improvement goals, indicate criteria for assessment, and specify the timeline for assessment. All faculty members will be assured Due Process rights in accordance with University Policy Manual procedures 1B.0802 and 1B.0805 throughout the intensive assistance process.
General Procedures

The time period for faculty evaluation is January through December. Faculty will use the *Faculty Standards and Performance Contract* (p. 7) as a guideline for their performance self-evaluation. Pages attached to that contract are to be used in declaring goals, means of accomplishing goals, means of goal assessment, and documentation verifying accomplishment of goals. Below is a condensed example taken from those pages, this one emphasizing teaching.

**TEACHING (40 - 60%)**

**CALENDAR YEAR**

Teaching __________ %  Instructional Design __________ %  Supervision & Field Experiences ______ %

**Teaching**

Goal:  
Means of Accomplishing Goal:  
Means of Goal Assessment:  
Documentation Verifying Accomplishment of Goal (list):

**Instructional Design**

Goal:  
Means of Accomplishing Goal:  
Means of Goal Assessment:  
Documentation Verifying Accomplishment of Goal (list):

**Supervision & Field Experiences**

Goal:  
Means of Accomplishing Goal:  
Means of Goal Assessment:  
Documentation Verifying Accomplishment of Goal (list):

**TEACHING:** Faculty members create goals that focus on enhancing the learning of their students. Goals are justified in terms of the most recent research and practice in teaching and learning. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented.* Documentation is pertinent to the goal assessment process and provides easily discernible evidence. Peer review of teaching and/or review by the chair is also encouraged.

**SUPERVISION & FIELD EXPERIENCES:** Faculty members create goals that focus on improving the quality of field supervision. Goals are justified in terms of ESU/professional standards for good supervision. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

* The Kansas Board of Regents and Emporia State University require that student evaluations of instruction be included in the assessment of this goal. Nontenured faculty must include student evaluations from each course taught in the academic year (Fall or Spring). Tenured faculty must include student evaluations from at least one semester (Fall or Spring).
Following the date specified for submission of appropriate materials, the department chair will establish a conference date for each faculty member. All points in the Faculty Standards and Performance Contract will be reviewed and clarified as necessary; personal faculty member goals established for the current year will be reviewed and assessed; and personal faculty member goals submitted for the next evaluation period will be reviewed. Faculty members should relate their individual goal setting to goals established by the college and university. At the same time, goals may be unique to the individual faculty member.

The evaluation process, which focuses on agreed upon goals, will serve as the basis for determining areas where an individual faculty member may need assistance. Assistance and support for faculty members to reach desired levels of performance shall be provided by chair or peers as mutually agreed upon.

The department chair will be responsible for providing a summary of the annual conference to each faculty member. This summary will refer to each of the three performance areas, and will include references to the achievement of established goals. For probationary staff, department chairs may use the same conference summary format and, in addition, include statements regarding progress toward attaining tenure.

Each faculty member must respond to the written conference summary within ten days of receiving a copy. The response may merely indicate receipt of the written summary. If the department chair and faculty member do not agree on the content of the summary, the faculty member, through the department chair, may pursue the appeal process. (See The Teachers College Policies and Procedures Manual, Chapter 4, Section 4F.00).

The letter written for the faculty member in the sixth year of probation, when the faculty member is normally recommended for tenure, will represent a summary of the progress and accomplishments of the faculty member towards tenure.

**Chronic Low Performance**

Chronic low performance of faculty members is noted if the following conditions exist for four out of six consecutive years: (1) inability to create professionally competent goals in each of the three evaluation categories, (2) inability to adequately meet goals established the previous year, and/or (3) consistently scoring less than 250 on the Faculty Performance and Standards Contract. When chronic low performance is noted using the above criteria, a procedure outlined by Faculty Senate Bill 96001 will be implemented, which calls for the possible dismissal of the faculty member based on recommendations from the department chair and a faculty review committee. In all deliberations involving a faculty member designated a low performer, the faculty member’s right to due process shall not be abridged.

**Timeline**

The faculty in the department will be evaluated once each year. The time period for performance will be the calendar year, January through December. The only exception to that time period will be second and sixth year probationary faculty; second and sixth year probationary faculty will be evaluated by November 22 of their respective year on staff. The annual performance summary, including tenure/promotion and merit instruments, shall be maintained for a period of no less than six years at the department and/or college levels.

<table>
<thead>
<tr>
<th>By September 1</th>
<th>Chair will ask all the faculty to review their annual goals and make changes as necessary. Due to chair by October 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By October 1</td>
<td>Chair will distribute the Faculty Standards and Performance Contract to all second and sixth year probation faculty.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>By October 15</td>
<td>Faculty will vote whether peer review will be used for promotion and tenure, and/or merit.</td>
</tr>
<tr>
<td>By November 1</td>
<td>Department representatives will be elected to each committee identified for peer review.</td>
</tr>
<tr>
<td>By November 1</td>
<td>Each second and sixth year probationary faculty will submit completed contracts for the year being evaluated, with appropriate data and documentation to the department chair, and (if appropriate) to the department’s duly constituted promotion, tenure and merit committee.</td>
</tr>
<tr>
<td>By November 15</td>
<td>Appropriate department committee(s), if formed, will submit to the department chair an evaluation of each department second and/or sixth year probationary faculty member.</td>
</tr>
<tr>
<td>By November 15</td>
<td>The department chair will distribute the contract and this <em>Policy and Procedures for Faculty Evaluation</em> document.</td>
</tr>
<tr>
<td></td>
<td>Faculty will begin to respond to elements of the contract, as well as assess levels of achievement for all current goals; faculty will also begin to develop individual goals for the next evaluation term.</td>
</tr>
<tr>
<td>By November 22</td>
<td>The department chair will submit to the dean an evaluation letter for each second and sixth year probationary faculty member.</td>
</tr>
<tr>
<td>By January 1</td>
<td>All first, third, fourth, and fifth year probationary faculty members will submit completed contracts and current VITA to the department chair. If a department merit committee has been established, probationary staff will also submit these materials to that faculty committee.</td>
</tr>
<tr>
<td></td>
<td>The department chair will establish conference dates with probationary staff.</td>
</tr>
<tr>
<td>By January 20</td>
<td>All tenured faculty members will submit completed contracts to the department chair. If a department merit committee has been established, these materials will also be submitted to that committee.</td>
</tr>
<tr>
<td></td>
<td>The department chair will establish conference dates with the tenured staff.</td>
</tr>
<tr>
<td>By February 5</td>
<td>If a department merit committee has been established, written evaluations and recommendations for each probationary faculty member will be submitted to the department chair.</td>
</tr>
<tr>
<td>By February 10</td>
<td>The department chair will submit probationary letters to the dean for probationary faculty in their first, third, fourth, and fifth years.</td>
</tr>
<tr>
<td>By March 15</td>
<td>The department chair will provide a written summary of the evaluation conference to each tenured faculty member.</td>
</tr>
<tr>
<td>By March 25</td>
<td>The department chair will submit to the dean merit information for the total department faculty.</td>
</tr>
</tbody>
</table>
DEPARTMENT OF EARLY CHILDHOOD/ELEMENTARY TEACHER EDUCATION

FACULTY STANDARDS AND PERFORMANCE CONTRACT

Name _______________________________  Rating Period (one academic year) ________________

Position Description _____________________________________________________________

<table>
<thead>
<tr>
<th>Standards</th>
<th>Performance</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td>Ratings</td>
<td></td>
</tr>
<tr>
<td>TEACHING (40 - 60%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Instructional Design</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Supervision</td>
<td>___________</td>
<td>X</td>
</tr>
</tbody>
</table>

SCHOLARLY ACTIVITY (15 - 40%)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Performance</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Grants</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Presentations</td>
<td>___________</td>
<td>X</td>
</tr>
</tbody>
</table>

COORDINATOR/DIRECTOR OF PROGRAM (0 - 30%)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Performance</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Supervision</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Advocacy/Marketing</td>
<td>___________</td>
<td>X</td>
</tr>
</tbody>
</table>

SERVICE (10 - 30%)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Performance</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>University</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Profession</td>
<td>___________</td>
<td>X</td>
</tr>
<tr>
<td>Community</td>
<td>___________</td>
<td>X</td>
</tr>
</tbody>
</table>

SUMMARY __________________________________________

100%  X  (__________)  =  _______

Average Rating  Possible 500

Standards Percentages Reviewed by:

Faculty Member _______________________________  Date ______________

Department Chair _______________________________  Date ______________

Performance Ratings Reviewed by:

Faculty Member _______________________________  Date ______________

Department Chair _______________________________  Date ______________
<table>
<thead>
<tr>
<th>PERFORMANCE RATING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unsatisfactory</td>
</tr>
<tr>
<td>2. Below average</td>
</tr>
<tr>
<td>3. Average</td>
</tr>
<tr>
<td>4. Above Average</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>
TEACHING (40 - 60%)

ACADEMIC YEAR

Teaching ______%  Instructional Design ______%  Supervision & Field Experiences ______%  

Teaching

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:

Instructional Design

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:
Supervision & Field Experiences

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resource to Accomplish Goal:

**TEACHING:** Faculty members create goals that focus on enhancing the learning of their students. Goals are justified in terms of the most recent research and practice in teaching and learning. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented.* Documentation is pertinent to the goal assessment process and provides easily discernible evidence. As part of the annual review by the chair, peer obs/review may be initiated/included as a goal.

**INSTRUCTIONAL DESIGN:** Faculty members create goals that focus on the major revision of an existing course to include innovative practices, or the initial design of a course planned for mediated distance delivery, i.e. telenet, WWW, interactive T.V. The means of accomplishing a goal is practical and is aligned with intent of the goal itself. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

**SUPERVISION & FIELD EXPERIENCES:** Faculty members create goals that focus on improving the quality of field supervision. Goals are justified in terms of ESU/professional standards for good supervision. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

*The Kansas Board of Regents and Emporia State University require that student evaluations of instruction be included in the assessment of this goal. Nontenured faculty must include student evaluations from each course taught in the academic year (Fall or Spring). Tenured faculty must include student evaluations from at least one semester (Fall or Spring).
SCHOLARLY ACTIVITY (15 - 40%)

ACADEMIC YEAR

Publications _________%  Grants___________%  Presentations___________%

Publications

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:

Grants

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:
Presentations

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:

**PUBLICATIONS:** Faculty members may create goals that focus on enhancing the growth of their professional peers. Goals are justified in terms of publications accepted,* feedback regarding publications, and actual improvements made as a result of those publications. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

**GRANTS:** Faculty members may create goals that focus on seeking outside funding for projects. Goals are justified in terms of the effect such grants have on meeting the goals and mission of The Teachers College and department. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

**PRESENTATIONS:** Faculty members create goals that focus on enhancing the growth of their professional peers. Goals are justified in terms of presentations made, feedback regarding presentations, and actual improvements made as a result of those presentations. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

*Technology development of an entire mediated class or an instructional video is viewed as equal to publications.
DIRECTOR OR COORDINATOR (0 - 35%)

ACADEMIC YEAR

Teaching __________ %    Instructional Design __________ %    Supervision & Field Experiences __________ %

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:

DIRECTOR OR COORDINATOR: Faculty members create goals that focus on the enhancement of the Professional Development School program, graduate program, or other department program for which the faculty member has designated responsibility. The means of goal assessment is aligned with the goal statement and can be appropriately documented. P.D.S. Directors and Coordinators may elect to use data from P.D.S. evaluations by interns, mentor teachers, and principals as evidence of goal attainment.
**SERVICE (10 - 30%)**

**ACADEMIC YEAR**

<table>
<thead>
<tr>
<th>Department</th>
<th>University</th>
<th>Profession</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>______%</td>
<td>______%</td>
<td>______%</td>
<td>______%</td>
</tr>
</tbody>
</table>

**Department**

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:

**University**

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:
Profession

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:

Community

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Supports/Resources to Accomplish Goal:
DEPARTMENT: Faculty members create goals that focus on enhancing the work of this department. Goals are justified in terms of meeting the needs of the department as an organization, achieving its goals, and serving the professional colleagues assigned to it. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

UNIVERSITY: Faculty members create goals that focus on enhancing the work of Emporia State University. Goals are justified in terms of meeting the needs of the university as an organization, achieving its goals, and serving the professional colleagues assigned to it. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

PROFESSION: Faculty members create goals that focus on enhancing the work of their profession. Goals are justified in terms of meeting the needs of organizations which represent the profession, helping them meet their goals and serving professional colleagues who are also members. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

COMMUNITY: Faculty members create goals that focus on improving the quality of the communities in which they reside. Goals are justified in terms of professional contributions made. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.