

## Department of Human Physiology and Nutrition Merit Review Evaluation Criteria

**Faculty Self-Evaluation:** The descriptors listed in each column are provided as examples to help guide numerical ratings. The descriptors are not intended to be all inclusive or serve as a checklist of required items. Faculty are to assign the evaluation point(s) in each category based on the best-aligned, overall set of descriptors (to the nearest 0.1). Faculty should explain in the accompanying narrative how they believe met the set of performance criteria outlined for each category. The entire self-evaluation form is restricted to 1 page (front and back). Narratives should be written in 11-point font.

**Department Committee, Department Chair, and Dean's Evaluation:** At each level of review, the reviewer or review committee rates the faculty member based on their review of the faculty member's performance for the previous calendar year. This review is based on the performance criteria listed, the faculty member's self-evaluation narrative and documentation on Digital Measures.

### Evaluation Scale

	<b>Outstanding 5.0</b>	<b>Exceeding expectations 4.0-4.99</b>	<b>Meeting expectations 3.0-3.99</b>	<b>Below expectations 2.0-2.99</b>	<b>Fails to Meet Expectations 1.9 and below</b>
<b>TEACHING</b>	<p>Assumes leadership role for curriculum development within the program, department, or campus.</p> <p>Publishes on the scholarship of teaching.</p> <p>Invited speaker on teaching practices at professional meeting</p> <p>Recognized for innovative course development and/or delivery.</p> <p>Provides extensive mentorship of faculty in teaching.</p> <p>Demonstrates exceptional mentorship of students</p> <p>Receives a teaching award.</p>	<p>Utilizes more than 3 methods of teaching evaluation and addresses the feedback provided by the methods, including FCQs, wherever reasonable.</p> <p>Bases course design and implementation on educational principles, theory &amp; research in order to keep the information provided in classes on the cutting edge of the field.</p> <p>Participates in professional development opportunities to sustain or improve teaching quality.</p> <p>Demonstrates evidence of new curriculum development.</p> <p>Facilitates learners' self-reflection and personal goal setting.</p>	<p>Utilizes 3 methods of teaching evaluation and addresses the feedback provided by the methods, including FCQs, wherever reasonable.</p> <p>Keeps classes up to date.</p> <p>Course learning objectives meet curricular needs and requirements; courses are adapted where necessary to meet accreditation and/or professional curriculum requirements.</p> <p>Utilizes current, relevant, evidence-based information in the classroom and in practice.</p> <p>Courses/curriculum is coherently organized, thoughtfully presented and promotes critical thinking.</p>	<p>Uses fewer than 3 methods of teaching evaluation and/or does not address the feedback provided by the methods, including FCQs, wherever reasonable.</p> <p>Does not keep courses up-to-date</p> <p>Demonstrates little willingness to teach or adapt courses based on departmental need, documented problems with teaching, generally a negative impact.</p> <p>Unreasonably cancels classes and/or fails to show up for classes.</p> <p>Frequently does not utilize the entire scheduled class period.</p>	<p>No willingness to teach or adapt courses based upon departmental need or feedback provided.</p> <p>Consistently cancels classes, and/or fails to show up for classes.</p> <p>Consistently fails to utilize the entire scheduled class period.</p> <p>Or</p> <p>Does not turn in any merit review materials.</p>
<b>RESEARCH/ SCHOLARSHIP /CREATIVE WORKS</b>	<p>Demonstrates major advancement in research as a principal investigator.</p> <p>Obtains/maintains funding from external grants and/or contracts.</p> <p>Invited speaker at professional meetings/conferences.</p> <p>Multiple accepted or published peer-reviewed papers.</p> <p>Receives a research award.</p>	<p>Demonstrates significant progression along a consistent line of research as a principal investigator.</p> <p>Presents at professional meeting/conference.</p> <p>Accepted/published peer reviewed paper or other significant scholarly activity.</p> <p>Submits large or multiple grant/contract proposals.</p> <p>Obtains/maintains funding from internal grant/contracts</p>	<p>Demonstrates some advancement along a consistent line of research as a principal investigator.</p> <p>Evidence of involvement in current research project(s).</p> <p>Submitted peer reviewed presentation(s), paper(s), grant/contract, or other scholarly activity.</p>	<p>Demonstrates little advancement along a consistent line of research as a principal investigator.</p>	<p>Does not participate in research, scholarship, creative works or grant/contract writing.</p> <p>Or</p> <p>Does not turn in any merit review materials.</p>

<b>SERVICE/ LEADERSHIP</b>	<p>Chairs several department, college, and or university committees or workgroups.</p> <p>Actively participates in CU System committees or work groups.</p> <p>Holds an elected or appointed leadership position for the college or campus.</p> <p>Actively participates in professional organizations, committees and work groups.</p> <p>Receives a service/leadership award.</p>	<p>Participation in department, college, and or university committees in excess of service load documented on FRS</p> <p>Holds an elected or appointed leadership position for the department.</p> <p>Actively participates in community (related to professional area of expertise) committees and work groups.</p> <p>Serves as an ad hoc reviewer for journal manuscripts</p>	<p>Actively participates in department and/or college meetings, committees or work groups as needed.</p> <p>Service load is commensurate with Faculty Responsibility Statement (FRS).</p>	<p>Attends but does not actively participate in any departmental and/or college meetings, committees or work groups.</p>	<p>Does not attend or actively participate in committees or work groups at any level.</p> <p>Or</p> <p>Does not turn in any merit review materials.</p>
<b>CLINICAL PRACTICE (only if included in FRS)</b>	<p>Actively engaged in clinic/organization operations by initiating change.</p> <p>Recognized as a leader in implementing emerging trends &amp; guidelines in clinical practice</p> <p>Participates in continuing education curriculum development and program delivery.</p> <p>Leads development and implementation of preceptorship opportunities for clinical education programs.</p>	<p>Actively engaged in clinic/organizational operations and policy.</p> <p>Actively participates in continuing education opportunities.</p> <p>Serves as preceptor in clinical education programs.</p>	<p>Maintains competency in clinical practice.</p> <p>Stays current with emerging trends and guidelines in clinical practice.</p>	<p>Does not maintain competency in clinical practice.</p>	<p>Does not engage in clinical practice</p> <p>Or</p> <p>Does not turn in any merit review materials.</p>