

DEPARTMENT OF REHABILITATION

Departmental Post-Tenure Review Guidelines

I. Introduction:

A comprehensive post-tenure review of tenured faculty will be undertaken as part of the University's overall efforts to promote excellence in teaching, research and service at the University of Maryland Eastern Shore (UMES). The review is intended to be a peer assessment to enhance the professional advancement of the faculty as teachers, scholars and members of the academic community and to uncover impediments to faculty effectiveness, productivity and currency in professional subject matter to which the faculty contributes. Consistent with UMES's post-tenure document and consistent with the department's mission statement, faculty will be reviewed in the following specific areas: Teaching, Advising, Research, and Service. This document specifies guidelines/standards for each specific area for satisfactory and exemplary performance.

II. Purpose:

Post-Tenure Review of tenured faculty is intended to assure continued success and improvement in the performance of faculty as they carry out the department's mission of teaching, research, and service.

III. TEACHING STUDENT ADVISING:6

Guidelines for Teaching/Advising:

Intent: The intent of the expectations for post tenure review related to teaching and advisement is to ensure the faculty plan, implement, and evaluate high quality services to students that are consistent with the norms of the Department and the Profession.

Requirements: For faculty to fulfill the requirements specified under this section, the faculty member will be required to demonstrate evidence of significant involvement in instruction and student advising. The faculty member should provide copies of student evaluations for courses taught in the department if available. Also, the annual evaluation by the Department Chairperson will be considered as evidence of effective teaching and advising. Other significant evidence that may be considered may include (but is not limited to) the following:

Teaching and Student Advising

The following criteria shall be used to review and classify faculty performance in this area as follows.

i.	Exemplary	greater than 60 points
ii.	Satisfactory	between 42-60 points
iii.	Does not meet Department Standards	less than 42 points

Note: The points shown shall be the maximum points for all qualifying activities in each Criterion.

Examples of Activities for which credit should be given may include but are not limited to the following;

Criteria	Points
Teaching	
Comprehensive course syllabi	5
Pre-assignments, grading and timely return of assignments back to student	5
Use of Technology for Instruction	5
Library & Internet related assignments	3
Computer based assignments	3
Team building activities	3
Real-world cases and handouts	3
Course Assessments	3
Online Course Reviews	2
Peer reviews (Three Class Observations by Faculty)	3
Outside/ special assignments	3
Writing across the curriculum	3
Use of language immersion instructions	5
Incorporation of Diversity issues in course content	2
Incorporation of Ethics issues in course content	2
Term Papers (assigned papers on a relevant course topic/area)	2
Innovative Clinical Experience	5
Clinical Skills Instruction	5
New Curriculum Development	8
Curriculum Redesign	6
Special Teaching Projects	2
Team Teaching	2
Innovative Teaching Strategies	5
Learning outcomes assessment techniques	5
Instructional Professional Development	2
Conducting international training programs, workshops, or teaching a course.	2

Criteria	Points
Advising	
Curriculum-Based Advising	6
Professional/Personal Development Advisement	2
Career Advisement	2
Administrative Advising including degree audits, transfer credit evaluations and course substitutions	4

IV Research/Scholarship and Creative Activity

Guidelines for Research/Scholarship and Creative Activity:

Intent: The intent of research for Post-Tenure Review is to ensure that tenured faculty stay current in their respective area of research/ field of interest. Tenured faculty members should demonstrate a consistent record of scholarly activity in the previous five-year period that is commensurate with the expectations of their rank.

Requirements: Faculty must demonstrate evidence of completion of at least 4 of the following expectations for satisfactory performance for research. Listed in no particular order, examples of scholarly work may include (but are not limited to), rehabilitation, or national workshops, conferences, or meetings related to rehabilitation, field trips and exhibits.

The following criteria shall be used to review and classify faculty performance in this area as follows.

i.	Exemplary	greater than 30 points
ii.	Satisfactory	between 21-30 points
iii.	Does not meet Department Standards	less than 21 points

Note: The points shown shall be the maximum points for all qualifying activities in each Criterion.

Examples of Activities for which credit should be given may include but are not limited to the following;

Criteria	Points
Outstanding and /or significant research discovery	8
Authorship of a book	6
Serving as the editor of a book	5
Authorship of a chapter within a book	5
Authorship of material published in a refereed journal/publication (peer reviewed)	8
Authorship of non-refereed scientific materials	3
Presentation of papers at professional meetings	4
Letters of recommendation to appraise research accomplishments	2
Receipt of research awards	5
Participation in the completion of competitive grants (submitted and not funded)	1
Participation in the completion of competitive grants (PI/co-PI, state/federal, > \$10k per year)	3
Participation in the completion of competitive grants (PI/co-PI, state/federal, >\$50 K)	5
Participation in the completion of competitive grants (PI/co-PI, state/federal, (PI/co-PI, internal, >\$100k)	7
Participation in the completion of competitive grants (PI/co-PI, state/federal, (PI/co-PI, internal, grater that \$100k	10
Membership on peer review panels/committees	2
Serving as the Editor /Co-editor /assistant editor of a professional journal	2
Book reviews	2
Service learning grants	1
Faculty development grants	1

Research related to specific projects and resulting in publications of the type appropriate to the assignment;	4
Editorial consultation on professional journals	2
Invited to organize or participate in a major national or scientific meeting	3

V Service

Guidelines for Service:

Intent: Service to the Department of Rehabilitation, to the campus, or to the academic community should be maintained at the level demonstrated at the time the faculty member gained his or her current rank/tenure status and should be evaluated in a way consistent with the departmental understanding of such service, according to the departmental promotion and tenure document. Although the Department expects candidates for post tenure review to make a continued effort in service to the Department, the evidence documented by the candidate should include at least two of the service categories below for a period of time that includes all activities of that category for one semester. The Chair's evaluation of service activities can be used as evidence.

Requirements: Faculty must demonstrate evidence of completion of at least 2 of the following expectations for satisfactory performance for service.

The following criteria shall be used to review and classify faculty performance in this area as follows.

i.	Exemplary	greater than 10 points
ii.	Satisfactory	between 7-10 points
iii.	Does not meet Department Standards	less than 7 points

Note: The points shown shall be the maximum points for all qualifying activities in each Criterion.

Examples of Activities for which credit should be given may include but are not limited to the following;

Criteria	Points
Serving on a Department of Rehabilitation, other department, School, or University committee, serving as the Chair of a committee will be counted as having higher weight.	4
Serving as chair or other officer in University faculty assembly or senate.	4
Serving as an uncompensated coordinator or director for a Department component. This can include course coordinator for multi-section courses, undergraduate program coordinator, And Graduate Program Director.	5
Participating in uncompensated student recruitment activities. Recruitment of students is essential to maintain the quality and quantity of students in the programs of the Department. Recruitment activities can include trips to meet with potential students and/or their advisers, organizing and/or directing special recruitment events, such as a	2

programming contest, organizing and/or participating in Department or School open house activities, organizing and/or participating in winter or summer student recruitment events, and organizing and/or participating in events to assist in placing students in future employment or internships.	
Serving as an uncompensated adviser for competitions involving students either at UMES or externally.	2
Serving as an uncompensated maintainer of Department hardware/software used for instruction or research not maintained by the University Rehabilitation Department.	2
Serving as an uncompensated liaison between the Department and other University business, or government entities. This can include liaison between the Department/University and the University System of Maryland, liaison between the Department and other schools or departments within the University, and liaison between the Department and companies or Government agencies.	3
Serving as an uncompensated organizer and/or leader of community outreach activities.	2
Serving as an uncompensated organizer and/or leader of activities that showcase the Department and its activities.	2
Serving as adviser for Department clubs or other extracurricular activities involving students.	3
Keynote speaker	3
Radio and TV presentations and contributions to Newspaper/School Newsletters	2
Serves as a regular or ad hoc member on a national research or review committee	2
Serves as officer or major committee member/chair in regional/national professional society	4
Elected to serve as an officer on a national society	4
Provides faculty development or mentoring to junior faculty members	4
Development of linkages between UMES and international communities.	3
Public service delivery of an international nature	3
Administrative performance in an international setting as required by the nature of the project.	3

VI Outcome of the Assessment:

- I. If a faculty member receives an evaluation of Exemplary or Satisfactory in all three sections, then this concludes that faculty members PTR process for the five year period in question. An assessment of Does Not Meet Departmental Standards in one or more sections shall result in the faculty member having to address the deficiencies in a Professional Development Plan {PDP}. The PDP should be developed by the faculty member in question and their Department Chair within two weeks of the PTR decision.

The development of a remediation plan will include a date for the faculty member's re-evaluation consistent with University Policy.