

SUSTAINED PERFORMANCE EVALUATION POLICY:

This policy document articulates for the School of Public Administration the Sustained

The SPA SPE Committee will vote by majority decision rule, by secret ballot with total Yes and No votes recorded and reported in the recommendation memo prepared by the Committee.

II. Criteria

Assessment of research, teaching, and service for the SPE will be based upon annual evaluations and alternative indicators as follows:

1. The SPE Committee will consider each faculty member's annual evaluations as follows:
 - a. An average score of 3.5 and above on annual evaluations for the SPE evaluation provides sufficient evidence for scoring that faculty member's performance as 'Exceeds Expectations'.
 - b.

- editing scholarly books;
- participating in editorial boards and review processes for scholarly journals;
- presenting outcomes of research and other scholarly activities at regional, national, or international scientific or professional meetings;
- being recognized by peers for scholarship and professional contributions related to research;
- facilitating research knowledge transfer to public policy makers, program developers, and other consumers of research in public administration;
- demonstrating progress in research activities such as collecting data, developing manuscripts, pursuing funding for research and other scholarly activities; and
- mentoring junior faculty and/or students in research activities and collaborating on research with them.

The SPE Committee may consider the quantity, quality, and impact of publications and other relevant materials presented by the faculty, and other evidence of contributions to the scientific community, to the profession of public administration, and to society in general.

b. Teaching:

Teaching performance includes effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment, demonstration, practical experience, mentoring junior faculty in teaching, and direct consultation with students. Evaluation of teaching may include:

- consideration of effectiveness in imparting knowledge and skills;
- effectiveness in stimulating students' critical thinking and/or creative abilities;
- the development or revision of curriculum and course structure;
- training and working with the public sector;
- contributions to the accreditation and reaffirmation processes of the school's self-study and ongoing program evaluation; and
- adherence to accepted standards of professional behavior in meeting responsibilities to students and the profession including the ASPA Code of Ethics.

The SPE Committee may take into account class notes, syllabi, student exams, assignments, online learning content, student feedback, and any other materials relevant to the faculty's teaching assignments. The teaching evaluation must take into account any relevant materials submitted by the faculty and may not be based solely on student evaluations when this additional information has been made available to the SPE Committee.

c. Service:

Faculty members may demonstrate service to the School, College, University, professional community, and community at large. Examples of service within the School, College, and University include:

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