

PROCEDURES FOR REVIEW OF EXTENSION FACULTY FOR REAPPOINTMENT AND PROMOTION

General

Reappointment And promotion shall be based on achievements evaluated against the individual's workload plan, Personal Performance Plan expectations and assignments for the preceding years, since the last reappointment or promotion action. The Dean will review the performance of each faculty member following the process outlined in Article 14, Section 4 in the United Academics agreement. Minimally, faculty are expected to complete an activity report that corresponds to workload plans and personal performance plan since the last reappointment, and to submit an up to date curriculum vitae for reappointment reviews. Faculty will be given the opportunity by the Dean to provide clarifying information following the reappointment recommendation. Except for student evaluations, no written materials may be used for the reappointment and promotion review that have not been placed in the academic file at least two weeks prior to the date announced by the Dean for the initiation of the Dean's review of the faculty member without the faculty member's written permission.

A faculty member's performance in regards to reappointment and promotion will be considered within the guidelines and criteria described in Article 14, Section 10.a.i-ii. in the United Academics agreement, and as supplemented in this document. Deans are afforded the flexibility to balance the assigned responsibilities of the faculty member being evaluated with that outlined in the annual workload plan and personal performance plan for quantity and quality. The faculty member must provide sufficient documentation to the Dean to allow for satisfactory verification of the teaching assessments, and measurement instruments used should be well documented for applicability to measuring change in the clientele's level of knowledge and/or change in behavior. Each faculty member's work is considered in the areas of teaching; research, scholarship and creative activities; and in community/university service activities.

The Dean will confer with each faculty member who will be submitting materials for promotion or reappointment in the following manner. Promotion conversations can be initiated by either the Dean or the faculty member in any given year selected by the Dean or faculty member. In order to insure sufficient time to meet contractual deadlines, the chair of the faculty member shall initiate conversations on reappointment or promotion actions before the end of the previous academic year in which the dossier will be submitted.

Timeline

The calendar for these events will be as follows:

- All faculty promotion reviews must be submitted by the Dean's office by the contractual deadlines
- All faculty reviews must be submitted to the Dean's Office by December 1 for promotion and February 1 for reappointment

Notification of Decision

Dean's Office will notify faculty:

- By April 30th of Promotion decision
- By June 30th of Reappointment decision

Qualifications of Officers of Extension

General Qualifications for Annual Review, Reappointment and Promotion: Common elements to be considered for promotion, differing only in degree in all ranks, are:

1. *Teaching.* Knowledge of his/her field; awareness of developments in his/her field; skill in helping clientele to think critically; ability to understand the interrelationships of fields of knowledge; and the ability to apply knowledge to application of knowledge to human problems.
2. *Research.* Research or other creative or scholarly work indicating professional merit and interest, with results shared through accepted channels or media in the respective professional fields or in his/her teaching.
3. *Service.* Contributions to the organization, the University, and community group, agency or organization benefiting from his/her professional knowledge and skills.

In order to carry out the above three elements, faculty members should have the following qualifications.

1. *Subject-Matter Knowledge.* Faculty members should have a performance record indicating competence in their subject-matter fields. They should update their technical knowledge constantly to maintain that competence. They must have the ability to apply technical knowledge in practical situations, and recognize inter-relationships in problems that involve their subjects and other fields of knowledge.
2. *Communication Skills.* These skills involve being able to understand other people as well as project one's own thoughts effectively. Both abilities are essential to all faculty members, who must establish and maintain positive relationships with co-workers and other people. Faculty members must have the ability to write and speak well with diverse audiences and must know how to work competently with mass media.
3. *Organization and Programming Ability.* Faculty members must be able to plan and conduct educational programs for audiences within their scope of work. They must be willing to cooperate with colleagues and others in accomplishing common goals. They must be willing and know how to take the initiative in organizing people for group action, take responsibility for meeting collective deadlines and understand project management concepts.
4. *Attitude.* Faculty members must be willing to contribute to the development and continued growth of Extension, and the University. They must exert a positive influence and contribute to building the internal environment and morale of Extension.
5. *Other Service.* This includes committee memberships, task forces, meetings attended, etc. As a faculty member matures, he/she should assume service responsibilities in broadening arenas. For example, an assistant professor should assume some service responsibility in his/her department/region; an associate professor further should assume some University-level service; a professor should serve at all levels.

Extension Instructor: Appointment or reappointment as an Extension Instructor requires a judgment that the person being appointed possesses the potential to develop and to meet substantially the criteria described in Article 14, Section 10.d.ii.(a) of the United Academics contract.

The Extension Instructor:

- meets job expectations as outlined in the review criteria
- demonstrates cooperativeness, initiative, and ability as an educator
- demonstrates an ability to plan and conduct Extension programs
- demonstrates competence in the subject-matter area
- demonstrates ability in interpersonal, mass communication, and public relations skills

Extension Assistant Professor: Appointment, reappointment, or promotion to Extension Assistant Professor requires evidence that the individual possesses the potential to meet substantially the criteria described in Article 14, Section 10.d.ii.(a) of the United Academics contract. Appointment or promotion to Extension Assistant Professor, or to a higher rank, requires the earned Master's degree or the highest degree expected for the position held.

All requirements of the Instructor's rank are to be met and additional qualifications include:

- demonstrates evidence of professional growth
- demonstrates evidence of continued development of communication skills.
- demonstrates increasing levels of leadership in area of responsibility
- demonstrates excellence in the work appropriate to their work assignments

Extension Associate Professor: Appointment, reappointment, or promotion to Extension Associate Professor requires both demonstrated evidence that the person meets the criteria described in Article 14, Section 10.d.ii.(a) of the United Academics contract and satisfactory indications that his/her professional development will continue.

All the requirements of the previous ranks are to be met and additional qualifications include:

- demonstrates sustained effectiveness in teaching and other assigned duties as determined by clientele, peer, administrative and external evaluations
- demonstrates achievement in scholarship and creative activity that establishes the individual as a contributor to the field or profession, with potential for distinction;
- demonstrates ability to objectively evaluate, strengthen, and improve existing programs and lay a basis for launching new ones
- demonstrates quality in published results and/or creative work
- demonstrates active involvement in service by participation within regional and national professional and/or industry organizations; demonstrates leadership in program enhancement and development
- demonstrates consistency and growth in their work and a likelihood of continuing excellence demonstrates an emerging reputation and the clear promise of sustained contributions in the future

Extension Professor: Appointment, reappointment, or promotion to Extension Professor requires demonstrated evidence that the person has met the criteria described in Article 14, Section 10.d.ii.(a) of the United Academics contract exhibiting a high degree of professional accomplishment and reasonable assurance that this level of achievement will be sustained.

Generally, a high degree of professional accomplishment is most clearly evidenced by forms of scholarly presentation made, and service rendered, to accomplished professional groups in a region extending beyond Vermont or in the national or international arena. Likewise, evaluation of this accomplishment should come from highly accomplished professionals at institutions in these broader arenas as well as from UVM Extension.

Performance of high quality in teaching, research/scholarship and service/outreach with outstanding performance in one or more categories is required. The focus of the faculty member's efforts must support the responsibilities and objectives of his/her unit and must be agreed upon with the supervisor at each annual review.

All requirements for previous ranks must be met on a continued basis and additional qualifications include:

- demonstrates a substantial command of the whole subject-matter field in assigned responsibility and a well marked, sound, and significant scholarly view
- demonstrated reputation and leader in regional, national and/or international arenas in field of work
- demonstrates distinction in teaching, advising, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas
- demonstrates distinction in scholarship, as evidenced by recognition and significant contributions to the field or profession.

The faculty member shall present a record of continuing sustained excellence which demonstrates that the candidate is recognized for contributions to knowledge in the discipline; is recognized by peers and students as an excellent teacher; contributes to the overall effort and reputation of the University through appropriate extension of knowledge and discipline-related service, within the context of the faculty member's proportionate responsibility as identified in his/her annual workload distribution agreement.

Organization Priorities and Expectations

Accomplishments relative to the following will be positively noted in the scoring process.

Focused programs (pg 7, #2)

- One or two major problems being addressed
- Substantial educational contributions to solving problems of Vermonters

Documentation of impact (pg 7, #3)

- Clear outcomes with measurable indicators
- Expressly defined evaluative tools to assess change

Acquisition of external funding: (pg 10, #4)

- Frequent applications for relevant funding opportunities
- Numerous awards secured

Consistency in writing/publishing in one or more of the following: (pg 10, #5)

- Peer reviewed journals
- Regular presence in industry popular press
- Features, columns, editorials in local press
- Web based publishing – blogs, pages, other
- Television (*ATF) and radio programs

Contributions to the general growth and wellbeing of the University of Vermont and UVM Extension: (Pg 14, 15)

- Subject –matter knowledge
- Organization and program ability
- Attitude
- Collaboration

Teaching

“Teaching excellence consists of more than imparting knowledge available from texts or research. An effective teacher will seek out current sources of information, then adapt or develop new materials as needed for programs, courses, workshops, presentations, and other teaching situations.” (Article 14, Section 10.d.ii.(a).i of the United Academics Agreement)

“Teaching also may involve taking on a leadership role in the development and administration of educational programs. Responsibilities include developing and organizing educational programs individually or as part of a team and/or managing volunteers and professionals involved with the teaching effort. Program leadership can be provided in many ways including development and administration of educational programs. (Article, section of the United Academics Agreement)

Key criteria for effective teaching are listed below, along with *examples* of sources of evidence for meeting the criteria, and *examples* of guidelines for level/quality of appraisal. Evaluators will assess the *type* (example, local weekly newspaper vs. refereed journal), the *quantity*, and the *quality* of each of the criteria being documented.

No Evidence Provided within submitted documentation/ *Not applicable*

Meets Expectations: expectations for job performance as outlined in job description, Workload Plan, Personal Performance Plan

Exceeds Expectations: exceeded the expectations for job performance in specific categories as compared to that agreed to within the Workload Plan and Personal Performance Plan.

| Criteria | Examples of sources of documentation | Example of guidelines for appraisal |
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| 1) Teaching Effectiveness | <p><i>**list is not inclusive</i></p> <p>Demonstrated knowledge of the field</p> <p>Intellectual competence, integrity and independence with a willingness and capacity to grow and consider suggestions</p> <p>Scholarly inquiry that leads to the strengthening of both program content and presentation</p> <p>Cooperating with other faculty across program areas, on campus and in other institutions in Vermont and across state lines</p> <p>Written comments by participants reflecting teaching effectiveness</p> | <p><i>**Appraisal items may apply to multiple criteria</i></p> <p><i>**An individual need not meet every guideline within a category to be appraised at that level</i></p> <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Classes, seminars, workshops, webcasts, etc. are well attended; > Recognized as expert in discipline in Vermont; > Primarily positive feedback from participants/clientele; observations reveal good presentation skills, current knowledge and relevant data presented; > Observations reveal good presentation skills, current knowledge. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Demand for classes exceeds capacity of instructor; > Recognized regionally, nationally, internationally for program; > Unsolicited written feedback; consistently positive written feedback from a combination of participants/ clientele, peers and other recognized experts; observation reveals superior and/or innovative presentation/teaching skills. |

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| <p>2) Quality of Teaching</p> <p>a) Summaries of information that accurately and clearly articulate relevant needs and concerns of clientele groups</p> <p>b) Summaries of programs, workshops or courses conducted</p> | <p>Focused programming</p> <p>Description of methods used to assess needs and reach targeted audience</p> <p>Data collected from situational assessments such as surveys and focus groups</p> <p>Documented input from identified program advisors</p> <p>Compiled student and/or audience (client) evaluations</p> <p>Actual number of clientele reached by offerings</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Needs and concerns identified; tools for assessment identified; moderately used in program development; > Number and type of summaries are satisfactory to understand teaching; > Number of clientele reached of the targeted population; > Summaries of teaching methods used to reach targeted audience satisfactory; primarily positive feedback from participants/ clientele; feedback is solicited. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Needs and concerns clearly identified; substantiated by multiple sources; used significantly in program development; > Substantial educational contributions to solving problems; > Number of clientele reached through programming is greater than expected in workload plans. |
| <p>3) Documentation of the impact of contributions on the program, workshop or course participants</p> <p><i>*Organizational expectation: Clear outcomes articulated with measurable indicators</i></p> | <p>Survey data on enhanced understanding and retention of information</p> <p>Survey data on behavioral changes</p> <p>Stories of successes documented by clientele letters.</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Follow-up evaluations, letters from peers, clients, outside professionals, editors, and others addressing the effectiveness of the program; > At least one success story per quarter that include quotes from affected clientele on how their lives or businesses were quantitatively improved; > Two unsolicited letters per year supporting the work of the faculty member. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Positive, reliable data from evaluations detailing learning & behavior changes; > More than four success stories per year with one or more used for a written story for public communication releases to news media; > More than two unsolicited communications from clientele that clearly document support for programmatic approach. |

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| <p>4) Explain the significance of the team accomplishment</p> <ul style="list-style-type: none"> > Data on individual contribution to the effort > Identify collaborators, within the university and outside that contributed to the effort; > Provide reports that describe the impact of Extension programming on the quality of lives of Vermonters. | <p>Accomplishments and elaboration of a team effort should only be reported when the faculty member's contribution is substantial and documented</p> <p>Summaries of success or progress being made regarding team efforts:</p> <ul style="list-style-type: none"> > Participation on curriculum team and in workgroups that develop curriculum (general and specific) > List of internal collaborators; list of external collaborators; description of roles <p>> How did the programs result in meeting the outcomes of the program as measured by the identified indicators in the workload plan</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Provides some information on goals and the impact of the team on the clientele or targeted purpose of the team effort; > Active as participant on team, workgroups; role on team explained; responsive with relevant input; some successes or progress; > collaborators are listed and roles clearly outlined; > Detail of outcomes met by indicators listed. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Provides data and background on the problem and how the team effort has succeeded in creating a better situation; > Very active participation, takes leadership role in assessing and building a strong program; contributes substantially to team efforts; successes and progress regularly reported; > New collaborators are brought on as the project develops in scope and impact. |
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Scholarship

“Each faculty member is expected to engage continuously and effectively in creative professional activities of high quality and significance. The type and level of scholarly activity will vary, depending on the roles and responsibilities of the individual faculty member, and should be evaluated based on the faculty member’s specific responsibilities within the institution.” (Article 14, Section 10.d.ii.(a).(ii) of the United Academics Agreement))

| Criteria | Examples of sources of documentation | Example of guidelines for appraisal |
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| 1) Impact and quality of the work in an assigned area of responsibility | <p><i>**List is not inclusive</i></p> <p>Listing of referenced and cited work: “Arm’s length” letters and/or program evaluations from peers and clientele addressing expertise Reports documenting impact of the work</p> | <p><i>**Appraisal items may apply to multiple criteria</i> <i>**An individual need not meet every guideline within a category to be appraised at that level</i></p> <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i> > Positive “arm’s length” letters and/or evaluation from peers and/or clientele addressing the faculty member’s expertise and scholarship.</p> <p><i>Exceeds Expectations:</i> > Consistently high evaluation by “arm’s length” peers describing the impact the individual’s work has had on the profession; published works indicating same; unsolicited written commendations for individual’s work.</p> |
| 2) Breadth, value and originality of the work | <p>Original or creatively revised curricula and educational materials</p> <p>Participation in research projects aimed at solving defined problems</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i> > Original publications on limited number of topics; reputation statewide as authority on some topics; > Periodic or occasional original curricula and educational materials; frequent revision of existing curricula; recognized by colleagues and peers for such contributions.</p> |

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| | | <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Evidence of numerous publications; respected scholarly work based on judgments made by peer reviewers; > Ongoing significant and numerous original curricula and educational materials developed; highly creative revision of these materials; recognized statewide or beyond for these efforts. |
| 3) Pertinence of the activity or scholarly effort in identifying and solving problems | Data documenting change and/or participation in the design and execution of applied research | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Reports detailing learning and behavior; > Participates in applied research in the field. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Ongoing reporting of significant measurable indicators; > Very active participant in the design and execution of applied research; collects data and summarizes for multiple audiences. |
| 4) Acquisition of external funding, awards and patents | <p>Listing of number and type and monetary value of grant applications submitted</p> <p>Listing of number and type and amount of grant awarded</p> <p>List of grants in force</p> <p>List of patents applied for and/or granted</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Regular applicant for outside/grant funding; able to secure grant awards relevant to organizational mission. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Continuous high level of success in obtaining significant grant awards relevant to organizational mission. |
| 5) Consistency in publishing or presenting results, writings, and reports to peers and colleagues over a period of years | <p>Listing of journal articles, book chapters, Extension and research publications, multimedia materials</p> <p>Other reports and documents</p> <p>Significant writing for newspapers and business, industry, agency and community publications</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Presents at state meetings of peers and colleagues; contribute to both lay and professional, refereed publications; > Regular contributions using electronic and print media, visual or audio transmissions; contributions recognized statewide and regionally; occasionally invited to contribute. |

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| <p>> Peer-reviewed or significant, scholarly contributions to relevant journals and association publications</p> <p>> Other writings and creative activities to provide clientele educational opportunities</p> | <p>Listing of presentations or lectures made to peer groups</p> <p>Listing of contributions to journals and association publications</p> <p>Listing of presentations made for media such as television, radio or interactive TV</p> | <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Regular presentations at regional, national and international meetings; ongoing contributions to recognized journals, national publications; invited frequently as a speaker at professional meetings, public forums and other institutions; > Original, significant and ongoing contributions; received citation for work or favorable review of publications, presentations; regularly invited to contribute, participate. |
| <p>6) Type and number of honors and awards earned</p> | <p>Awards or other recognitions</p> <p>Invited presentations or lectures to professional peer groups</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Receipt of award or other recognition for scholarly/research or creative work. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Superior record of scholarship evidenced by the attainment of regional, national or international stature in the field through awards and recognition over a sustained period of time. |

Service

No Evidence Provided within submitted documentation/ *Not applicable*

Meets Expectations: expectations for job performance as outlined in job description, Workload Plan, Personal Performance Plan

Exceeds Expectations: exceeded the expectations for job performance in specific categories as compared to that agreed to within the Workload Plan and Personal Performance Plan.

| Criteria | Examples of sources of documentation <i>**List is not inclusive</i> | Example of guidelines for appraisal <i>**Appraisal items may apply to multiple criteria **An individual need not meet every guideline within a category to be appraised at that level.</i> |
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| 1) Contributions of an Extension faculty member's disciplinary expertise to the State of Vermont and its communities | Record of service on committees, boards, commissions Letters of evaluation and commendation Record of leadership or advising of a relevant community organization, civic group, public agency, or public agency official | <i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i> <i>Meets Expectations</i> : >Active participation with clearly demonstrated/documentated accomplishments. <i>Exceeds Expectations</i> : > Requested service on boards/governing bodies; leadership roles on committees and commissions; substantial and sustained participation. |
| 2) Faculty government and policy making through department, Extension and/or University committees, or United Academics. | Record of service on committees, governance boards Take part and play a vital role in faculty committees participation in programs on discrimination and harassment awareness promotion of multicultural diversity promotion of affirmative action | <i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i> <i>Meets Expectations</i> : > Regular participation in, and contributions to, faculty government and policy making through regional or statewide Extension, and/or University committees; > Attendance at regional and statewide faculty meetings and identified high priority Extension and university functions. |

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| | | <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Major service, chair or membership on important committees of the region, Extension statewide, and/or university; > Serves on several committees in department, college or University. |
| 3) Active involvement in and contribution to professional organizations and societies | <p>Carrying out leadership responsibilities</p> <p>Contributions to publications service on the editorial board of professional journals.</p> | <p><i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Active participation in state, regional, national or international organizations; participation in organizational task forces and committees; > Contributing to publications; serving on editorial boards of Professional journals. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Holding an elected office in a state, regional or national organization; > Evaluation by peers from outside the university identifying the area in which the candidate has national prominence and the impact the individual's work has had on the profession. |

General Organizational Expectations

No Evidence Provided within submitted documentation/ *Not applicable*

Meets Expectations: expectations for job performance as outlined in job description, Workload Plan, Personal Performance Plan

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| <i>Subject-Matter Knowledge</i> | Continuing education in subject matter field Regular professional development in subject matter field | <i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i> <i>Meets Expectations:</i> > Attends classes, seminars, professional development Opportunities. <i>Exceeds Expectations:</i> > Has received certificates, degrees, recognition for further educational endeavors; applies the Professional Development experiences to curriculum/ activities. |
| <i>Attitude</i> | Contribute to building the internal environment and morale of Extension Use of branding materials | <i>No Evidence Provided</i> within submitted documentation/ <i>Not applicable</i> <i>Meets Expectations:</i> > Positive presence and expression of Extension to colleagues and public. <i>Exceeds Expectations:</i> > Assumes leadership in office and community to present; Extension in a very positive light; > Mentors new faculty and staff; > Clearly identifies self and programs through use of branded materials. |

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| <p><i>Collaboration</i></p> | <p>Working with fellow agencies and colleagues to address mutual issues of concern</p> <p>Regularly interact with departmental faculty on new research results and initiatives</p> | <p><i>No Evidence Provided</i> within submitted documentation/<i>Not applicable</i></p> <p><i>Meets Expectations:</i></p> <ul style="list-style-type: none"> > Collaborator on team, workgroups; responsive with relevant input; collaborators are listed and roles clearly outlined; > Participates with department faculty in applying research in the field. <p><i>Exceeds Expectations:</i></p> <ul style="list-style-type: none"> > Very active participation, assume a leadership role, contribute substantially to collaborative efforts; > Very active interactions with department faculty and a participant in the design and execution of applied research. |
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