

Standard (weight)	Exceptional Performance (score of 90-100%)	Acceptable Performance (score of 70-89%)	Improvement Recommended (score < 70%)
<b>I. Instruction (35-75%)</b>			
A. Affects student learning positively (25)	<input type="checkbox"/> Exceptional student learning in terms of most course objectives for most students <input type="checkbox"/> Student surveys indicate exceptional effort, flexible & responsive approach, and high degree of student satisfaction across all courses	<input type="checkbox"/> Acceptable student learning in terms of most course objectives for most students <input type="checkbox"/> Student surveys indicate effort, routine approach, and an average degree of student satisfaction across all courses	<input type="checkbox"/> Little student learning in terms of most course objectives for most students <input type="checkbox"/> Student surveys indicate little effort, inflexible approach, and low degree of student satisfaction across all courses
B. Work load (25)	<input type="checkbox"/> Above average in at least two of the following: <input type="checkbox"/> Number of preps taught <input type="checkbox"/> Number of students taught <input type="checkbox"/> Extensive revision of existing course <input type="checkbox"/> Develops new courses <input type="checkbox"/> Prepares lab manuals and materials for lab exercises	<input type="checkbox"/> Above average in one of the following: <input type="checkbox"/> Number of preps taught <input type="checkbox"/> Number of students taught <input type="checkbox"/> Extensive revision of existing course <input type="checkbox"/> Develops new courses <input type="checkbox"/> Prepares lab manuals and materials for lab exercises	<input type="checkbox"/> Above average in none of the following: <input type="checkbox"/> Number of preps taught <input type="checkbox"/> Number of students taught <input type="checkbox"/> Extensive revision of existing course <input type="checkbox"/> Develops new courses <input type="checkbox"/> Prepares lab manuals and materials for lab exercises
C. Teaches current knowledge and practices in discipline (25)	<input type="checkbox"/> Syllabus indicates current knowledge in discipline as evidenced in course/lab objectives and activities <input type="checkbox"/> Evidence that instructor's activity and research in discipline is incorporated into courses when appropriate	<input type="checkbox"/> Syllabus indicates sound knowledge, but limited currency in discipline as evidenced in course/lab objectives and activities <input type="checkbox"/> Limited evidence that instructor's activity or research in discipline is incorporated in courses	<input type="checkbox"/> Syllabus indicates outdated or inappropriate knowledge in discipline as evidenced in course/lab objectives and activities <input type="checkbox"/> No evidence that instructor's activity or research in discipline is incorporated in courses
D. Attends to the details of instruction (25)	<input type="checkbox"/> Syllabus facilitates student learning with measurable objectives, how course objectives will be assessed, details of assignments, due dates, and semester outline <input type="checkbox"/> Evidence of reflection on courses as the result of student evaluations, and works to update and revise courses <input type="checkbox"/> Extensive effort is given to being available to students outside of class as well as official office hours <input type="checkbox"/> Arrangements are made to cover professional absences by substitute activity that advances course objectives	<input type="checkbox"/> Course syllabus provided with at least official course description and course objectives <input type="checkbox"/> Student evaluations are not utilized in course revision <input type="checkbox"/> Meets with students during regular office hours <input type="checkbox"/> Course meetings are regular and on time and students are notified in advance of absences	<input type="checkbox"/> Provides a course syllabus <input type="checkbox"/> Little or no evidence of planning or updating course <input type="checkbox"/> No regular office hours maintained <input type="checkbox"/> Classes are arbitrarily cancelled or start late and no substitute activities are provided during absences

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<b>II. Professional Activity (20-40%)</b>			
A. Presentation of work to peers (30)	<input type="checkbox"/> Significant publications or performances in recognized national or international professional outlets over a 5 year period <input type="checkbox"/> Presentations at national or international scholarly gatherings <input type="checkbox"/> Other significant contributions	<input type="checkbox"/> One publication or performance in recognized national or international professional outlet over a 5 year period <input type="checkbox"/> Publications or performances in recognized state or local professional outlets <input type="checkbox"/> Presentations at state or local scholarly gatherings	<input type="checkbox"/> No publications, presentations, or performances in recognized outlets over a 5 year period
B. Participation in current research in field (50)	<input type="checkbox"/> Researcher on significant research project <input type="checkbox"/> Proposal writer on externally funded project <input type="checkbox"/> Frequently involves students in research projects <input type="checkbox"/> Exceptional or significant student projects, research, or papers produced	<input type="checkbox"/> Researcher on research project <input type="checkbox"/> Submits proposal for externally funded project <input type="checkbox"/> Lead proposal writer on locally funded project <input type="checkbox"/> Occasionally involves students in research projects <input type="checkbox"/> Quality student projects, research, or papers produced	<input type="checkbox"/> Researcher on minor research project <input type="checkbox"/> Does not involve students in research projects <input type="checkbox"/> Few or inferior student projects, research, or papers produced
C. Contribution to field (20)	<input type="checkbox"/> Leadership role in organizations <input type="checkbox"/> Participates on editorial boards <input type="checkbox"/> Reviewer for accreditation body <input type="checkbox"/> Consultant for educational/formational programs	<input type="checkbox"/> Regular committee role in organizations <input type="checkbox"/> Reviewer for conference presentations, or publishers in discipline <input type="checkbox"/> Occasional service to organizations	<input type="checkbox"/> No evidence of service in professional field

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<b>III (A). Advising (0-15%)</b>			
A. Demonstrates accurate and current knowledge of advising process and details (50)	<input type="checkbox"/> Aware of requirements both in and out of department <input type="checkbox"/> Provides accurate information on post-graduate studies or career opportunities <input type="checkbox"/> Identifies and facilitates student access to other university services <input type="checkbox"/> Student complaints rare	<input type="checkbox"/> Aware of requirements in department <input type="checkbox"/> Provides limited information on post-graduate studies or career opportunities <input type="checkbox"/> Identifies and facilitates student access to other university services <input type="checkbox"/> Few student complaints	<input type="checkbox"/> Not aware of requirements both in and out of department <input type="checkbox"/> Provides inaccurate or no information on post-graduate studies or career opportunities <input type="checkbox"/> Does not identify and facilitate student access to other university services <input type="checkbox"/> Numerous student complaints
B. Provides appropriate, timely advising to students (50)	<input type="checkbox"/> Accessible to students beyond regular office hours <input type="checkbox"/> Meets with each advisee several times a semester <input type="checkbox"/> Provides accurate advisement for course registration, and also provides career advisement <input type="checkbox"/> Student complaints rare	<input type="checkbox"/> Accessible to students during regular office hours <input type="checkbox"/> Meets each advisee at least twice a semester <input type="checkbox"/> Provides accurate advisement for course registration, and also provides some career advisement <input type="checkbox"/> Few student complaints	<input type="checkbox"/> Inaccessible to students <input type="checkbox"/> Meets each advisee at once a semester at most <input type="checkbox"/> Provides inaccurate or outdated advisement for course registration, and no career advisement <input type="checkbox"/> Numerous student complaints

<b>III (B). Service (5-20%)</b>			
A. Assists in university and departmental business (60)	<input type="checkbox"/> Active role on university and department committees or university governance entities	<input type="checkbox"/> Service on university and department committees or university governance entities	<input type="checkbox"/> Limited participation on university and department committees or university governance entities
B. Serves community in discipline-related endeavors (30)	<input type="checkbox"/> Active role in community organizations, or endeavors which utilize discipline-related skills	<input type="checkbox"/> Service in community organizations, or endeavors which utilize discipline-related skills	<input type="checkbox"/> Limited participation in community organizations, or endeavors which utilize discipline-related skills
C. Serves community in non-discipline-related endeavors. (10)	<input type="checkbox"/> Active role in community organizations or endeavors	<input type="checkbox"/> Service in community organizations or endeavors	<input type="checkbox"/> Limited participation in community organizations or endeavors