

Suggested Guidelines for Evaluating Faculty Performance

	Exceptional	Above Expectations	Meets Expectations	Below Expectations
Teaching & Competence	- Teaching demonstrates initiative, motivation, enthusiasm, and student involvement in learning activities - Actively creates a positive and supportive learning environment - Ongoing evidence of highly creative teaching methodologies and curricular development - Active participation in, or delivery of, professional teaching development - Actively promotes and develops assessment and programmatic outcomes and goals into instruction - Continued history of positive trends in student evaluations and peer feedback - Exceptional interaction with peers and chairs in achieving program goals	- Instruction requires student engagement in learning or classroom/lab activities - Creates and maintains a comfortable learning environment. - Curricular design aligns with current practices; demonstrates efforts to anticipate or improve alignment with industry or other sources - Completion of optional teaching development activities - Promotes assessment and programmatic outcomes and goals into instruction - Positive trends noted in student evaluations and peer feedback - Active and positive interaction with peers and chairs in achieving program goals	- Instruction promotes student engagement in learning or classroom/lab activities - Creates and maintains a comfortable learning environment. - Curricular design aligns with current practices - Completion of any and all assigned teaching development activities - Integrates assessment and programmatic outcomes and goals into instruction - No ongoing negative trends noted in student evaluations and peer feedback - Satisfactory interaction with peers and chairs in achieving program goals	- Instruction does not promote or elicit student engagement in learning or classroom/lab activities - Environment not sufficiently conducive to learning - Curricular design does not align with current practice - Failure to participate in assigned teaching development activities - Failure to contribute to assessment and development of programmatic goals and outcomes - Failure to address previously noted deficits or instructional concerns - Ineffective or problematic interactions with students, peers, and support personnel
Professional Service	Demonstrates highest level of service and participation in department, college, institution, and/or community activities based on seniority and workload	Demonstrates above-average level of service and participation in department, college, institution, and/or community activities based on seniority and workload	Demonstrates satisfactory contributions to the program, department, college, institution, and/or community activities based on seniority and workload.	Limited evidence of service or contributions based on seniority and workload.
Creative and Scholarly Activity	Demonstrates creativity and scholarly activity with high participation and/or commendation.	Demonstrates creativity and scholarly activity with above-average participation and/or commendation.	Demonstrates satisfactory creative and scholarly activity related to seniority and workload.	There is limited or unsatisfactory creative and scholarly activity based on seniority and workload.
Professionalism	Execution of assigned tasks and duties in a particularly exemplary and timely manner; Evidence of excellent rapport, interactions, and growth of relationships among - Students, - Peers, - Administrators, -and/or- - Industry partners	Completion of assigned tasks and duties at a superior level of quality and perspective; Overall evidence of superior interactions among - Students, - Peers, - Administrators, -and/or- - Industry partners	Evidence of satisfactory completion of assigned tasks and duties in terms of completeness and timeliness; Overall evidence of positive interactions with - Students, - Peers, - Administrators, -and/or- - Industry partners	Evidence of repeated failures to complete assigned tasks and duties in a timely or satisfactory manner; Overall evidence of ongoing negative interactions with - Students, - Peers, - Administrators, -and/or- - Industry partners
Assessment	Actively engaged in collecting, reviewing, and interpreting assessment data outside of review phases; provides leadership or support in encouraging such behavior in others	Individualized activity based on assessment and assessment data. Voluntary participation in assessment training, peer review of other programs, or development of assessment standards.	Acceptance and implementation of activities identified through assessment, usually with significant input/oversight from program or department management.	Active dismissal or refusal to collect data, interpret, or implement tasks related to assessment
Personal and Professional Goals	Exceeded benchmarks on assigned and/or agreed-upon goals	All benchmarks on assigned and/or agreed-upon goals were achieved in a commendable fashion	Satisfactory achievement on all benchmarks for assigned and/or agreed-upon goals.	Benchmarks for assigned and/or agreed-upon goals partially met or not met.