

Seniority Performance Rubric

The guidelines and suggestions in this table are recommendations only. Variations in duties, responsibilities, and workloads will require negotiation and collaboration between individual faculty members and their respective directors, Chairs, and/or the Dean's Office, among other stakeholders. As such, it is essential that faculty work to develop clearer articulations of expectations related to seniority with their supervisors. Such agreements must be **drafted in written form** that aligns with the overall evaluative categories listed below and that accurately represents the unique elements to be considered in evaluating their performance at any given time. **Such written agreements must be in place before a new evaluative period begins, though it is recognized that unexpected conditions can require modification to these outcomes, as long as all parties are in agreement about such changes and the changes are articulated as part of the rubric.**

	Tier One (1-4 Years)	Tier Two (5-9 Years)	Tier Three (10 years +)
Teaching & Competence	• Focus on evidence of mastering curricula and teaching methods; • Consistent improvement in tone and focus of student evaluations and peer observations • As warranted, other activities listed in Appendix A of CoT Rank and Promotion Guidelines relevant to this category	Focus on evidence of evaluating, revising, and assessing curricular elements at course and program level; evidence of significant update or adaptation of course material or methodology; and/or other activities listed in Appendix A of CoT Rank and Promotion Guidelines relevant to this category	Focus on evidence of mentoring new faculty in their mastery of curricula; Adoption of significant shift in methodology or introduction of significant updates to program of study; participation in interdisciplinary or inter-department collaborations related to curricula; and/or other activities listed in Appendix A of CoT Rank and Promotion Guidelines relevant to this category
Professional Service	• Active participation in TAC meetings and other assigned events from coordinator or chair • Appointment to program or department committee work • Limited expectations of service activity outside of assigned duties	• Election to, and active service, on interdepartmental or intercollegiate committees • Initial service as program coordinator or other similar low-level leadership experience in industry relations • Other activities listed in Appendix A of CoT Rank and Promotion Guidelines relevant to this category	• Formal leadership experience as program coordinator, primary investigator for research, or state or regional industry boards • Clear efforts to mentor junior faculty to prepare them for future leadership opportunities • Other activities listed in Appendix A of CoT Rank and Promotion Guidelines relevant to this category
Creative and Scholarly Activity	• Acquisition of Standard or Advanced Occupational Specialist certificate • Regular participation in CoT inservices or other related professional development activities • Evidence of scholarly and/or creative activity involving undergraduate students as outlined within Appendix A of CoT Rank and Promotion Guidelines	Evidence of scholarly and/or creative activity as outlined within Appendix A of CoT Rank and Promotion Guidelines	Involvement in strategic faculty development activities, active participation in interdisciplinary or intercollegiate collaborations, activity at the state and regional level on curricular development or industry relations, and/or evidence of consistent and meaningful scholarly and/or creative activity as outlined within Appendix A of CoT Rank and Promotion Guidelines

The following elements are implicitly integrated into the CoT Annual Performance Review, though they are not articulated officially as evaluative elements on their own. They are included here as a mechanism for allowing for constructive feedback and as a means for identifying areas for improvement or recognition of performance.

Professionalism	Overall comportment and representation of program, department, college, and university aligned with <u>ISUPP 3000</u> and the demonstration of appropriate durable skills; positive relationships with students, peers, administrators, Industry partners, and professional organizations		
Assessment	Active participation in collecting and reporting data related to program review or other assessment activities	Leadership or primary drafter of program review or accreditation materials in conjunction with program coordinator, department chair, and Dean's Office	Additional service as peer reviewer for non-program assessment or evidence of specific activities intended to close gaps in performance at the course and program level
Personal and Professional Goals	Specific goals related to demonstrating program in Big 3 (teaching, service, and scholarly activity)	Goals should begin to reflect broader involvement and awareness of program or college needs and interests	Goals should reflect clear investment in long-term strategic goals, needs, and interests for CoT and ISU