

## Rubric for Annual Faculty Evaluation

	Unacceptable (0.01 – 1.00)	Marginal (1.01 – 2.00)	Good, Meets Expectations (2.01 – 3.00)	Very Good (3.01 – 4.00)	Outstanding (4.01 – 5.00)
<b>Guidelines for evaluating teaching effectiveness</b>	No positive evidence related to teaching; pervasive negative indicators; no evidence of efforts to improve or address documented problems with teaching.	Considerable presence of negative indicators, sparse positive evidence related to teaching.	Evidence of adequate teaching including effective conducting of courses, availability to students for help/advice/instructions through regular office hours and/or other avenues of communication. Evidence of student progress.	Exceeding the general expectations for teaching. Evidence of meritorious teaching that is documented in more than one way.	Evidence of highly meritorious teaching that is strongly supported by multiple forms of documentation.
<b>Guidelines for evaluating research and creative activity</b>	Failure to maintain a program of research or creative activity; disengagement from scholarly or creative participation in one's field of study.	Evidence of ongoing participation in one's field (through, for example, attendance of conferences and symposia) without evidence of an ongoing program of research or creative activity.	Evidence of adequate continuation of a program of research or creative activity. Presentation of research or creative activity in peer-reviewed regional venues.	Evidence that ongoing meritorious research and creative activity has resulted in publication in visible, peer-reviewed venues, presentation in peer-reviewed national or international venues, performances, invited lectures, or other presentations outside of the region.	Evidence of either multiple, large-scale, or otherwise ambitious publications or performances in highly visible peer-reviewed venues, external recognition through grants or awards, invited presentations in venues of notable national or international prestige.
<b>Guidelines for evaluating service effectiveness</b>	Failure to fulfill assigned service obligations.	Minimal service or service that is counter-productive.	Adequate participation in service-related activities to the institution, public, and/or profession, including committee membership and the routine responsibilities of shared governance.	Admirable activities in service to the institution, the public, and the profession. Activities involve significant time commitments and provide evidence of the faculty member's reputation within the university and/or within in their field. Service has resulted in positive changes to existing programs, the creation of new programs or initiatives, or the positive resolution of complex problems.	Excellent service may differ from good service in the adoption of leadership roles, greater time commitments, and in greater significance and visibility of the activity itself to the institution or profession.