

# Teaching

Distinguished (3)	Skilled (2)	Baseline (1)	Unsatisfactory (0)
<p>Consistently demonstrates exceptional command of subject matter, incorporating current research and industry trends into instruction. Convey complex concepts with ease and depth</p>	<p>Displays a solid understanding of the subject matter, frequently effectively conveying key concepts and principles to students.</p>	<p>Delivers course content effectively, covering key topics and objectives outlined in the syllabus.</p>	<p>Demonstrates limited understanding of the subject matter, leading to confusion or inaccuracies in instruction.</p>
<p>Engages students actively in the learning process through innovative and varied teaching methods, fostering critical thinking and problem-solving skills.</p>	<p>Utilizes a variety of instructional strategies to engage students and promote active learning, adapting teaching methods to meet diverse student needs.</p>	<p>Implements basic instructional methods such as lectures, discussions, and assignments to facilitate student learning.</p>	<p>Relies heavily on lecture-based teaching without engaging students or encouraging active participation.</p>
<p>Provides constructive feedback on assignments and assessments, facilitating student growth and development. Regularly participates in CITL workshops (or similar)</p>	<p>Provides timely and meaningful feedback on student work, supporting their academic progress and success. (&gt;4.5 on SITE question #6)</p>	<p>Provides feedback on student work, although it may be inconsistent or lacking in depth.&gt;3.5 on SITE question #6)</p>	<p>Provides minimal feedback on student work, failing to support their academic growth and development. Poor scores on SITE question #6)</p>
<p>Establishes a supportive learning environment that values diversity, inclusivity, and respectful dialogue. Receives high marks (&gt;4.8) on SITE question # 9</p>	<p>Demonstrates professionalism and commitment to teaching through preparedness, punctuality, and responsiveness to student inquiries.</p>	<p>Maintains a reasonably supportive learning environment, but may not actively address issues of diversity and inclusivity.</p>	<p>Fails to create a supportive learning environment, exhibiting behaviors that undermine student confidence or participation. Low ratings on SITE question #9 (&lt;3.5)</p>
<p>Actively leads curriculum development, assessment, and continuous improvement efforts within the department or program.</p>	<p>Collaborates with colleagues to enhance teaching effectiveness and contribute to curriculum development initiatives.</p>	<p>Participates in departmental activities and meetings, fulfilling basic service obligations to the institution.</p>	<p>Shows little interest in professional development or collaboration with colleagues to improve teaching effectiveness.</p>
<p>Receives consistently high ratings (&gt;4.5 SITE question #7) from students and colleagues, and may receive awards or recognition for teaching excellence.</p>	<p>Receives positive feedback from students (&gt;4.0 SITE question #7) and colleagues, demonstrating proficiency in teaching performance.</p>	<p>Receives mixed feedback from students and colleagues, demonstrating competency in some areas of teaching performance. SITE averages range from 3.0-4.0 and student comments are mixed.</p>	<p>Receives consistently poor feedback from students and colleagues, indicating significant deficiencies in teaching performance. Regularly receives complaints. SITE scores consistently &lt; 3.5.</p>

# Scholarship

Distinguished (3)	Skilled (2)	Baseline (1)	Unsatisfactory (0)
<p>Publishes extensively in top-tier, peer-reviewed journals in their field. At least 1 publication of this caliber per year.</p>	<p>Regularly publishes in reputable, peer-reviewed journals relevant to their field. At least 1 per year.</p>	<p>Publishes, presents or mentors students through publication process for peer-reviewed journals within their area of expertise. 1 every other year or actively working on item</p>	<p>Rarely publishes in peer-reviewed journals or presents research at academic conferences. No productivity in last 2 years.</p>
<p>Produces influential research that significantly advances knowledge or practice in other journals within their discipline. 1+ published works per year.</p>	<p>Conducts research that makes meaningful contributions to the existing body of knowledge.</p>	<p>Conducts research that adds incrementally to the existing knowledge base.</p>	<p>Fails to make a significant contribution to the field. Projects are not publishable</p>
<p>Seeks and receives prestigious grants, awards, or fellowships in recognition of scholarly contributions (multiple per year).</p>	<p>Seeks and may receive funding from grants or contracts to support research activities. 1 per year.</p>	<p>Seeks and may receive modest internal funding or departmental support for research projects. 1 per 2 years.</p>	<p>Does not seek or secure funding or grants to support research endeavors.</p>
<p>Engages in interdisciplinary collaboration and contributes to the development of innovative research methodologies. Invited to present research agenda at large conferences or meetings</p>	<p>Presents research at regional or national conferences, showcasing their work to a broader audience.</p>	<p>Presents research at local or institutional forums, contributing to the scholarly discourse within the university community.</p>	<p>Shows minimal involvement in scholarly activities beyond basic teaching responsibilities.</p>
<p>Presents research findings at national and international conferences, contributing to the dissemination of knowledge beyond academia.</p>	<p>Actively participates in scholarly activities such as reviewing manuscripts, serving on editorial boards, or organizing academic events.</p>	<p>Demonstrates engagement with ongoing professional development activities related to their research interests.</p>	<p>Fails to demonstrate a commitment to ongoing professional development or improvement in scholarly output.</p>

# Service

Distinguished (3)	Skilled (2)	Baseline (1)	Unsatisfactory (0)
<p>The faculty member consistently goes above and beyond expectations in their service contributions, demonstrating exceptional dedication, leadership, and impact.</p>	<p>The faculty member frequently meets expectations in their service contributions, demonstrating effectiveness, reliability, and positive engagement.</p>	<p>The faculty member meets minimum expectations in their service contributions but may exhibit occasional lapses in engagement or effectiveness.</p>	<p>The faculty member consistently fails to meet expectations in their service contributions, demonstrating minimal engagement, reliability, or effectiveness.</p>
<p>Actively leads and initiates service projects or initiatives within the department, institution, and broader community.</p>	<p>Participates actively in departmental, institutional, and/or community service activities.</p>	<p>Fulfill basic service obligations such as committee work, advising, and participation in school/college/university meetings.</p>	<p>Demonstrates a pattern of non-participation or disengagement in service-related activities.</p>
<p>Provides mentorship and guidance to colleagues or students in service-related activities.</p>	<p>Collaborates effectively with colleagues and stakeholders to achieve service-related goals.</p>	<p>Generally reliable in completing assigned service tasks but may occasionally require reminders or follow-ups.</p>	<p>Fails to fulfill assigned service obligations or meet deadlines for service-related tasks.</p>
<p>Demonstrates innovative approaches to addressing institutional needs and challenges.</p>	<p>Demonstrates a willingness to take on additional service responsibilities when needed.</p>	<p>Contributes to service activities in a competent manner but may not demonstrate exceptional initiative or leadership.</p>	<p>Shows little interest in contributing to the broader goals and mission of the institution through service.</p>
<p>Receives recognition and awards for outstanding service contributions.</p>	<p>Contributes to the development and implementation of service-related initiatives.</p>	<p>Generally supportive of institutional goals and values related to service but may not actively seek out additional opportunities for involvement.</p>	<p>Fails to respond to requests for collaboration or support in service-related initiatives.</p>