University of Central Florida
College of Education and Human Performance
School of Teaching, Learning, & Leadership
Annual Faculty Evaluation Standards and Procedures for 2015-2016

This document is intended as a guide for School of Teaching, Learning, and Leadership (STLL) in-unit faculty in the annual evaluation process. It includes assignment options available to faculty; exemplars in the categories of Teaching, Research, and Professional and Community Service; and rubrics for determining degree of achievement for each assignment option. Annual reviews serve to create a record of accomplishment of the faculty member for the previous academic year, to generate constructive feedback, and to provide guidance to faculty career goals. It is the responsibility of all participants in the evaluation process to review this document together with the UCF BOT-UFF CBA. As part of this evaluation process every faculty member is expected to complete and submit to a School Director the Annual Evaluation Form. This report will be accompanied by evidence such as student evaluations, copies of publications and manuscripts, paper presentations, and other appropriate documentation. Based on School guidelines and exemplars for the evaluation of teaching, research, service and other duties, as outlined in this document, the "Overall Evaluation Assessment" in the *Chairperson's Evaluation Summary* will be determined as follows:

Tenure-Earning and Tenured Faculty

Outstanding: An overall rating of "Outstanding" will be assigned when the faculty member receives an "Outstanding" rating in the category of highest percent of effort and at least "Above Satisfactory" in the category of second highest percent of effort; (See Percent-of-Effort Choices on p. 3)

Above Satisfactory: An overall rating of "Above Satisfactory" will be assigned when the faculty member receives an "Above Satisfactory" rating in the category of highest percent of effort; and at least "Satisfactory" in the category of second highest percent of effort; (See Percent-of-Effort Choices on p. 3)

Satisfactory: An overall rating of "Satisfactory" will be assigned when the faculty member receives a "Satisfactory" rating in the category of highest percent of effort and at least "Satisfactory" in the category of second highest percent of effort; (See Percent-of-Effort Choices on p. 3)

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Conditional: An overall rating of "Conditional" will be assigned when the faculty member receives a "Conditional" rating in the category of highest percent of effort.

Unsatisfactory: An overall rating of "Unsatisfactory" will be assigned when the faculty member receives an "Unsatisfactory" rating in the area of highest percent of effort.

Non-Tenure-Earning Faculty

Outstanding: An overall rating of "Outstanding" will be assigned when the faculty member receives an "Outstanding" rating in the category of Teaching, and at least an "Above Satisfactory" in Research;

Above Satisfactory: An overall rating of "Above Satisfactory" will be assigned when the faculty member receives an "Above Satisfactory" rating in the category of Teaching; and at least "Satisfactory" in the category of second highest percent of effort; (See Percent-of-Effort Choices on p. 3)

Satisfactory: An overall rating of "Satisfactory" will be assigned when the faculty member receives a "Satisfactory" rating in the category of Teaching; and at least "Satisfactory" in all remaining categories.

Conditional: An overall rating of "Conditional" will be assigned when the faculty member receives a "Conditional" rating in the category of Teaching.

Unsatisfactory: An overall rating of "Unsatisfactory" will be assigned when the faculty member receives an "Unsatisfactory" rating in the category of Teaching.

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GOAL SETTING AND PERCENT-OF EFFORT OPTIONS

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Each year faculty members must acknowledge their annual assignments by signing the university form AA-46. If the faculty member makes a written request, the Director will meet with them to discuss career goals and to negotiate the Percent-of-Effort assignment and evaluation expectations for the next academic year most consistent with those goals and the needs of the School. New hires will meet with the STLL Director within 60 days of employment to set goals for the evaluation period. The Percent of Effort assignments of all faculty members will determine the Annual Faculty Assignment.

The Percent-of-Effort assignment may be revised until the end of the Fall semester of the evaluation year to reflect unexpected professional circumstances (e.g., award of a grant, election to chair of a critical committee, award of a sabbatical, etc.) or personal circumstances (disease/illness, catastrophic occurrence, etc.). The Semester Activity Reports will be revised to reflect all changes.

Percent-of-Effort Choices for tenured and tenure-earning faculty members are as follows:

Option 1: Tenured and Tenure earning faculty who are seeking promotion and/or with traditional career goals: (It is expected that the majority of faculty will choose this option.)

Teaching	70%	(3 courses/ 9-10 credit hours or Equivalent)
Research	25%	
Service	5%	

Option 2: Faculty with rank of Associate Professor or Professor whose main contribution to the School, College, and University is in the area of Research: (It is expected that faculty in this category will administer research grants with course buy-outs. Faculty who receive training grants will most likely choose Option 1.)

Teaching	25%	(1 course/ 3 or 4 credit hours)
Research	70%	
Service	5%	

Option 3: Faculty with rank of Associate Professor or Professor whose main contributions to the School, College, and University are in the areas of Teaching and Service:

Teaching	85%	(4 courses/ 12 or 13 credit hours or Equivalent)
Research	8%	
Service	5%	

Percent-of-Effort Choices for Non-tenure earning faculty **members are as follows:**

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Teaching      90%       (4 courses/ 12 or 13 credit hours or Equivalent)
Research       5%
Service        5%
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Faculty members on contract and Research Faculty with rank will be evaluated using the distribution of effort agreed upon at hire and reflected annually on the annual assignment. Agreement to changes in the annual assignment will be indicated by signatures on the Annual Assignment form and the Semester Activity Sheets.

TEACHING EFFECTIVENESS

Teaching takes place in both academic courses and advisement. Effective teachers demonstrate expert knowledge in an appropriate area related to their academic discipline. They generate enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement and incorporate student feedback for programmatic improvements.

EVALUATION SCHEMA:
Evaluation of Teaching will include a review of the teaching activities, recognition, and contributions (see Teaching Effectiveness Exemplars and Addendum to Teaching Exemplars) that the faculty member has made to the University, the College and the School of Teaching, Learning, and Leadership. To receive a teaching rating of Satisfactory or above, faculty members must meet the criteria outlined in the first bullets below.

- It is expected that each faculty member must meet class assignments for the scheduled number of sessions as published in the university academic calendar including the final examination period, unless a request to cancel a meeting during the final examination period has been granted by the School director.
- In addition, for each course assignment all faculty members must provide and follow a syllabus that adheres to current university and college guidelines as well as provide an electronic version of the syllabus to the appropriate staff member in the school and/or regional campus representative.
- Faculty members are expected to:
  o demonstrate competence in teaching activities;
  o submit office hours to designated STLL staff member each semester;
  o complete required LiveText assessments (as applicable) each semester;

- o collaborate and communicate with colleagues, course shepherds, and discipline and program coordinators to evaluate and improve curriculum and instruction at the course, minor/certificate/endorsement, and degree levels:
- o ensure that key assessments and ESOL assignments (as applicable) are visible in syllabi and are taught and evaluated; and
- o advise students.

Faculty with higher teaching assignments will be evaluated accordingly. Evaluation rubrics for each Percent-of-effort Option are found at the end of this document. Faculty members *must submit submitting an annu*al report (Form A) that contains elements that demonstrate that desired expectations have been met?

Interpreting the Teaching Effectiveness Exemplars:

1. Faculty members may include multiple occurrences of the same exemplar (e.g., Chairing 2 HIM theses = 2 Tier 2 exemplars = 4 points). However, there is no double counting allowed. Examples may be used only once.

2. Details regarding the responsibilities of program and discipline coordinators and course shepherds, as well as instructor responsibilities for supporting program and course coordination, are provided in the Addendum.

Duplication of some exemplars across tiers reflects varying complexities and/or varying program sizes. For example, coordinating a discipline with 50 majors falls in Tier 3 while coordinating a discipline with 100 majors is a Tier 4 exemplar. Final Tier assignment will be approved by the Director.

Teaching Effectiveness Exemplars

Evidence	Tier 1	Tier 2	Tier 3	Tier 4
a. Course and Program Delivery, Development & Instruction	It is expected that each faculty member must meet class assignments for the scheduled number of sessions as published in the university academic calendar including the final examination period, unless a request to cancel a meeting during the final examination period has been granted by the School director. In addition, for each course assignment all faculty members <u>must</u> provide and follow a syllabus that adheres to current university and college guidelines as well as provide an electronic version of the syllabus to the appropriate staff member in the school and/or regional campus representative. Faculty members are expected to:

demonstrate competence in teaching activities; submit office hours to designated STLL staff member each semester; complete required LiveText assessments (as applicable) each semester; | Teach a newly developed course or a course that is a new preparation

Contribute to completing major (More than 30%) revisions to an existing course based on student feedback and other data

Revise an existing web-based course without a course reduction

Teach a course on an alternative schedule to increase enrollment

Participate on an Ad Hoc committee related to curriculum revision

Infuse ESOL content in instruction & assessment in a meaningful and explicit way (where applicable)

Develop custom text | Develop at least one new course

Complete major (More than 30%) revisions to an existing course based on student feedback and other data

Develop new minor or certificate program approved during the evaluation period

Lead an Ad Hoc committee related to curriculum revision | Develop new degree program or track approved during the evaluation period |

Evidence	Tier 1	Tier 2	Tier 3	Tier 4
	collaborate and communicate with colleagues, course shepherds, and discipline and program coordinators to evaluate and improve curriculum and instruction at the course, minor/certificate/endorsement, and degree levels: and ensure that key assessments and ESOL assignments (as applicable) are visible in syllabi and are taught and evaluated.			
b. Teaching Award			College Teaching award	University or Professional Community Teaching award
c. Professional Development in Teaching	Participate in faculty professional development activity related to instruction, programs or advising sponsored by the department, college, or university offices Participate in professional development related to instruction, programs or advising through completion of graduate level classes.	Participate in faculty professional development activity related to instruction, programs or advising sponsored by the department, college, or university offices Request peer-review of teaching & adjust practice Conduct peer-review and write feedback statement		
d. Directed Research Note: A student may not be counted in more than one exemplar during the evaluation period	Serve as committee member for an HIM thesis or a Master's thesis	Serve as committee member for an HIM thesis or a Master's thesis completed during the evaluation period Chair HIM thesis or Master's thesis project	Chair HIM thesis or Master's thesis project completed during the evaluation period Chair doctoral dissertation Serve as committee member for a doctoral dissertation	*Chair doctoral dissertation completed during the evaluation period

Evidence	Tier 1	Tier 2	Tier 3	Tier 4
		Serve as committee member for a doctoral dissertation	completed during the evaluation period	

- If faculty members serve as co-chair with each chair receiving equal credit, reduce tier level by 1

	Tier 1	Tier 2	Tier 3	Tier 4
e. Program, Discipline Area, & Course Coordination			Perform the tasks of Course Shepherd, completing all tasks in a timely fashion and keeping all program documents current Perform the tasks of Discipline Area Coordinator, completing all tasks in a timely fashion and keeping all program documents current.	Perform the tasks of Program Coordinator, completing all tasks in a timely fashion and keeping all program documents current Perform the tasks of Discipline Area Coordinator, completing all tasks in a timely fashion and keeping all program documents current.
f. Advising and Student Recruitment and Support	Advise students admitted to a program. Mentor students in need of additional support Assist students outside of class time and office hours (e.g., organizes special projects, tutoring sessions)	Develop and implement strategies to recruit or retain students Mentor students for professional achievement and recognition	Develop and implement strategies to recruit or to a new program	

g. Other (as negotiated with Director)				

Addendum to Teaching Exemplars

(Expectations for Satisfactory Rating or Better for those Faculty Members Assigned Leadership Roles)

Course Shepherds are expected to:

- participate in the development and maintenance of key assessments
- maintain and update generic syllabi and ensure that all instructors, adjuncts, and graduate teaching assistants include all course essentials from the generic syllabi in their individual syllabi
- orient new instructors to the course and mentor them during their first semester teaching
- update the course periodically for currency of content as well as for changing requirements in certification/accreditation
- collaborate and communicate with colleagues and discipline and program coordinators to evaluate and improve curriculum and instruction at the course, minor/certificate/endorsement, and degree levels
- assist in maintaining the currency and accuracy of curriculum and assessment maps and other accountability matrices

Discipline Coordinators are expected to:

- participate in discipline level institutional effectiveness assessment
- provide data and other information required for accreditation and accountability reports, exhibits, etc.
- participate in the development and maintenance of key program and unit-level assessments
- assist in maintaining the currency and accuracy of curriculum and assessment maps and other accountability matrices
- assist in the development of program approval folios

Program Coordinators are expected to:

- participate in program level institutional effectiveness assessment
- provide data and other information required for accreditation and accountability reports, exhibits, etc.

- participate in the development and maintenance of key program and unit-level assessments
- assist in maintaining the currency and accuracy of curriculum and assessment maps and other accountability matrices
- assist in the development of program approval folios

RESEARCH EFFECTIVENESS

Research includes traditional research inquiry, field-based inquiry, historical and policy analyses, and other systematic reviews of knowledge. It encompasses research, scholarship, and creative works.

EVALUATION SCHEMA:
Evaluation in the area of Research (and Scholarship and Creative Works) will include a review of the scholarly activities, sponsored research, recognition, and contributions (see above descriptions) that the faculty member has undertaken during the evaluation period. Faculty with higher percent research assignments through buy-outs or other agreements will be evaluated accordingly. Evaluation rubrics for each Percent-of-effort option are found at the end of this document.

Interpreting the Research Effectiveness Exemplars:

1. Faculty may include multiple occurrences of the same exemplar (e.g., submit 2 scholarly research-based manuscripts = 2 Tier 2 exemplars = 4 points). No double-counting is permitted, however.

2. Duplication of some exemplars across tiers reflects level of scholarship. For example, a detailed report of research published in a peer-reviewed National/International publication is a Tier 4 exemplar while a less scholarly article outlining suggested teaching activities published in a peer-reviewed National/International publication is a Tier 3 exemplar. Final Tier assignment will be approved by the Director.

3. Receipt of travel funds and/or faculty development funds does not constitute receipt of a grant as defined in this document.

4. The evaluation period for research may extend beyond one academic year as appropriate (e.g., implementation of a multi-year external grant).

Research Effectiveness Exemplars

Evidence	Tier 1	Tier 2	Tier 3	Tier 4
a. **Journal articles**	Non-Peer-Reviewed article published (or accepted for publication) in state/regional journal	Non-Peer-Reviewed article published (or accepted for publication) in national/international journal Peer-Reviewed article published (or accepted for publication) in state/regional referred journal Invited article published (or accepted for publication) in state/regional refereed journal	Peer-Reviewed article published (or accepted for publication) in state/regional referred journal Peer-Reviewed article published (or accepted for publication) in national/international referred journal Invited article published (or accepted for publication) in state/regional refereed journal Invited article published (or accepted for publication) in national/international refereed journal	Peer-Reviewed article published (or accepted for publication) in national/international referred journal Invited article published (or accepted for publication) in national/international refereed journal
b. **Book Chapter**		Chapter published (or in press), state/regional and/or less prominent publisher	Chapter published (or in press), state/regional and/or less prominent publisher Chapter published (or in press), well-known national/international and/or prominent publisher	Chapter published (or in press), well-known national/international and/or prominent publisher

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Evidence	Tier 1	Tier 2	Tier 3	Tier 4
c. **Book**		Edited book published (or in press), state/regional and/or less prominent publisher	Edited book published (or in press), state/regional and/or less prominent publisher Book published (or in press), state/regional and/or less prominent publisher Edited book published (or in press), national/international and/or prominent publisher	Edited book published (or in press), national/international and/or prominent publisher Book published (or in press), state/regional and/or less prominent publisher Book published (or in press), well known National/International and/or prominent publisher
d. **Manuscript**	Submitted	Submitted	Submitted	
e. **Conference Proceedings**	Published article in conference proceeding			
f. **Monograph**	Published article in a monograph	Published article in a monograph	Published article in a monograph	
g. **Scholarly Conference**	Attendance at state/regional level Peer-reviewed panel discussant/chair at state/regional level Peer-reviewed roundtable/poster session participant at state/regional level	Attendance at National/International level Peer reviewed presentation or juried exhibition at state/regional level Invited presentation or exhibition at state/regional level	Peer reviewed presentation or juried exhibition at state/regional level Peer reviewed presentation or juried exhibition at national/international level Invited presentation or exhibition at state/regional level	Peer reviewed presentation or juried exhibition at national/international level Invited presentation or exhibition at national/international level Invited keynote address at national/international level conference or exhibition

Evidence	Tier 1	Tier 2	Tier 3	Tier 4
h. **Scholarly Conference (Con't.)**		Peer-reviewed panel discussant/chair at state/regional level Peer-reviewed panel discussant/chair at national/international level Peer-reviewed roundtable/poster session participant at state/regional level Peer-reviewed roundtable/poster session participant at national/international level Invited keynote address at state/regional level conference or exhibition	Invited presentation or exhibition at national/international level Peer-reviewed panel discussant/chair at national/international level Peer-reviewed roundtable/poster session participant at national/international level Invited keynote address at state/regional level conference or exhibition Invited keynote address at national/international level conference or exhibition	
i. **Grants**	PI or Co-PI on submitted proposal for internal grant PI or Co-PI on submitted proposal for external grant	PI or Co-PI on submitted proposal for external grant PI or Co-PI on funded internal grant Co-PI on funded external grant (under $1m)	PI on funded external grant (under $1m) Co-PI on funded external grant (over $1m)	PI on funded external grant (over $1m)
j. **Editorial**	Editorial board member of state/regional journal Guest editor of state/regional journal	Editor of state/regional journal Editorial board member of state/regional journal	Editor of state/regional journal Editor of national/international journal	Editor of national/international journal

Evidence	Tier 1	Tier 2	Tier 3	Tier 4
Editorial (con't.)	Manuscript reviewer for state/regional journal	Editorial board member of national/international journal Guest editor of state/regional journal Manuscript reviewer for state/regional journal Guest editor of national/international journal Manuscript reviewer for national/international journal	Editorial board member of national/international journal Guest editor of national/international journal Manuscript reviewer for national/international journal	
k. Research Awards			Local/state/regional award College award	National/international award University award
l. Creative activities	Creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations Unfunded research project (e.g., SoTL)	Creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations Unfunded research project (e.g., SoTL)	Creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations	
m. Other (as negotiated with Director)				

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS

Effective teacher educators are responsible to a variety of learning communities beyond their university classrooms. As expert teachers, they influence educational policy at all levels. They willingly share their expertise with pre-service and in-service teachers in school and conference settings, serve with members of local, state and national communities on boards affecting education policies and practices, and work in professional organizations for the improvement of education worldwide. In addition, they provide professional and community service to the University, the College of Education and Human Performance, and the School of Teaching, Learning and Leadership.

EVALUATION SCHEMA:
Evaluation in the area of Professional and Community Service will include a review of the service activities, recognition, and contributions that the faculty member makes to the university, college, school, profession, and local, state, regional, national and international communities. Typically consultations or other activities for which the faculty member receives payment should not be counted toward productivity in this area. Faculty with higher percent service assignments will be evaluated accordingly. Evaluation rubrics for each Percent-of-effort Option are found at the end of this document.

Interpreting the Professional and Community Service Effectiveness Exemplars:

1. Faculty may include multiple occurrences of the same exemplar (e.g., volunteer in the schools 3 times = 3 Tier 1 exemplars = 3 points). May not count any occurrence more than once.

2. Duplication of some exemplars across tiers reflects varying levels of involvement. For example, serving as conference chair for a 50 member local organization is a Tier 1 activity while chairing a conference for a 500 member local organization is in Tier 2; serving on a University committee that meets infrequently is a Tier 1 exemplar while serving on the University Personnel Committee is a Tier 2 or Tier 3 exemplar, depending upon the number of portfolios evaluated. Final tier assignment will be approved by the Director.

All members of the College of Education and Human Performance as well as the School of Teaching, Learning and Leadership community are expected to consistently participate in faculty meetings at both the College and School levels as well as support various functions supported by the University/College/School.

Examples of functions include (but are not limited to) attendance and the following functions:
- Commencement (at least one per year)
- Founders Day
- UCF Book Festival
- H.A.P.P.Y. Hour Student Showcase
- College Appreciation Breakfast
- Diversity Breakfast
- CED meeting with the President and Provost
- UCF Open House presentation
- International Education Week Breakfast
- Literacy Symposium
- TJEEI Leadership Summit
- Read for the Record

Effectiveness in Professional and Community Service Exemplars

Evidence	Tier 1	Tier 2	Tier 3	Tier 4
a. Service to the University, College and School	Committee member Serve as an alternate who attends meetings Complies with State Department of Education Recency of Experience rule Participates in accreditation activities Presenter at professional development opportunity for UCF students Advisor of student organization	Committee member Committee chair Presenter at professional development opportunity for UCF faculty Organizer/facilitator of professional development opportunity for UCF faculty Presenter at professional development opportunity for UCF students Organizer/facilitator of professional development opportunity for UCF students Advisor of student organization	Committee chair Presenter at professional development opportunity for UCF faculty Organizer of professional development opportunity for UCF faculty Organizer of professional development opportunity for UCF students	Organizer of professional development opportunity for UCF students
Evidence	**Tier 1**	**Tier 2**	**Tier 3**	**Tier 4**
b. Service to community consistent with field of assignment	Serve on local School Advisory Council (SAC) Member of agency, community or organization board related to education Presenter at Continuing Education program Consultant to local schools, industry, business organization, or commission Volunteer in the schools (ex	Member of agency, community or organization board related to education Leadership role on agency, community or organization board related to education Presenter at Continuing Education program 17 Organizer of Continuing Education program Consultant to state	Member of agency, community or organization board related to education Leadership role on agency, community or organization board related to education Organizer of Continuing Education program Consultant to schools, industry, business organization, or commission in other states or countries	Mentoring and leadership in organization of activities/programs that impact students, faculty, and staff Leadership role on agency, community or organization board related to education Organizer of Continuing Education program Consultant to schools, industry, business

EVALUATION RUBRICS BY OPTION

The School of Teaching, Learning and Leadership faculty members will be evaluated based on the agreed upon percent-of-effort assigned in Teaching, Research, and Service as negotiated with the Director during goal setting. (see Percent-of-effort Options) as well as faculty rank (i.e., expectations typically increase with rank).

Evaluation in each category is based on the number and levels (tiers) of exemplars represented by the work of the faculty being evaluated. (Refer to Teaching Effective Exemplars, Teaching Effectiveness Addendum, Research Effectiveness Exemplars, and Professional and Community Service Exemplars.)

- The minimum number of different tiers reflects the expectation that faculty will demonstrate a breadth of experience in each category.

- Exceptions to the minimum number required may be negotiated with a Director prior to the end of the fall semester of the evaluation year.
  - Example: An Associate Professor in Option 1 receives a book contract in August and the book is in press in April. The Associate Professor may negotiate with the Director to allow an Outstanding rating in Research if the other 3 points are from only one tier.

- Faculty may demonstrate depth of experience by highlighting multiple occurrences of the same exemplar (e.g., volunteer in the schools 3 times = 3 Tier 1 exemplars = 3 points)

- Points are earned according to the Tier in which an exemplar exists. Therefore, exemplars in Tier 1 are valued at 1 point each, while those in Tier 2 receive 2 points, those in Tier 3 receive 3 points, and those in Tier 4 receive 4 points.

- All criteria listed in a single cell of the rubric must be met in order to achieve the corresponding rating.
  - Examples:
    - Teaching rubrics include minimum average percent on SPI, minimum number of points, and minimum number of tiers. All three must be met. An Associate Professor in Option 1 who earns at least 75% overall SPI and 8 points would achieve:
      - Outstanding if 3 tiers
      - Above Satisfactory if 2 tiers
      - Conditional if 1 tier

- Research and Service rubrics typically include minimum points and minimum number of tiers. Both must be met. A Professor in Option 1 who earns 8 points in the research exemplars would achieve:
  - Outstanding if 3 or 4 tiers
  - Satisfactory if 2 tiers
  - Conditional if 1 tier

- These evaluation rubrics define expectations for in-unit faculty employed for the traditional academic year. The evaluation period as negotiated in the most recent *Collective Bargaining Agreement* is defined as the academic year plus the preceding summer, as appropriate. Activities completed during times when an employee is not being compensated by the university may be included for the appropriate evaluation period.

Option 1 (70-25-3-2)

ASSISTANT PROFESSOR

	Teaching (70)*	Research (25)	Service (3)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching SPI *And* At least 6 points from 2 or more tiers	At least 5 points from 2 tiers	At least 5 points from 2 tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching SPI *And* 5 points from only 2 tiers	4 points from 2 tiers	4 points from 2 tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching SPI *And* 4 points from only 2 tiers	3 points from 2 tiers	3 points from 2 tiers	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching SPI *And* 3 points	At least 3 points from only 1 tier	At least 3 points from only 1 tier	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching SPI *And* Fewer than 3 points	Fewer than 3 points	Fewer than 3 points	Never attends faculty meetings or functions

Tier 1 = 1 point   Tier 2 = 2 points   Tier 3 = 3 points   Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STLL Director

Option 1 (70-25-3-2)

ASSOCIATE PROFESSOR

	Teaching (70)*	Research (25)	Service (3)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching SPI *And* At least 7 points from 3 or more tiers	At least 7 points from 3 or more tiers	At least 7 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching SPI *And* At least 7 points from only 2 tiers	6 points from 3 tiers	6 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching SPI *And* 6 points from 2 or more tiers	At least 6 points from only 2 tiers	5 points from only 2 tiers	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching SPI *And* At least 5 points from only 1 tier	3-5 points	At least 5 points from only 1 tier	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching SPI *And* Fewer than 5 points	Fewer than 3 points	Fewer than 5 points	Never attends faculty meetings or functions

Tier 1 = 1 point   Tier 2 = 2 points   Tier 3 = 3 points   Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching
  assignment, unexpected class size, etc.) as negotiated with STLL Director

Option 1 (70-25-3-2)

PROFESSOR

	Teaching (70)*	Research (25)	Service (3)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching SPI *And* At least 7 points from 3 or more tiers	At least 8 points from 3 or more tiers	At least 8 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching SPI *And* At least 7 points from only 2 tiers	7 points from 3 tiers	7 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching SPI *And* 6 points from 2 or more tiers	At least 7 points from only 2 tiers	6 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching SPI *And* At least 5 points	4-6 points	5 points from only 2 tiers	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching SPI *And* Fewer than 5 points	Fewer than 4 points	Fewer than 5 points	Never attends faculty meetings or functions

Tier 1 = 1 point   Tier 2 = 2 points   Tier 3 = 3 points   Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching
  assignment, unexpected class size, etc.) as negotiated with STLL Director

Option 2 (25-70-3-2)

ASSOCIATE PROFESSOR

	Teaching (25)*	Research (70)	Service (3)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching SPI *And* At least 4 points from 2 tiers	At least 9 points from 3 or more tiers	At least 7 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching SPI *And* 3 points from 2 tiers	8 points from 3 or more tiers	6 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching SPI *And* At least 3 points from only 1 tier	At least 8 points from only 2 tiers	5 points from only 2 tiers	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching SPI *And* 2 points	5-7 points	At least 5 points from only 1 tier	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching SPI *And* Fewer than 2 points	Fewer than 5 points	Fewer than 5 points	Never attends faculty meetings or functions

Tier 1 = 1 point   Tier 2 = 2 points   Tier 3 = 3 points   Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STLL Director

Option 2 (25-70-3-2)

PROFESSOR

	Teaching (25)*	Research (70)	Service (3)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching SPI *And* At least 4 points from 2 tiers	At least 10 points from 3 or more tiers	At least 8 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching SPI *And* 3 points from 2 tiers	9 points from 3 or more tiers	7 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching SPI *And* At least 3 points from only 1 tier	At least 9 points from only 2 tiers	6 points from 2 or more tiers	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching SPI *And* 2 points	6-8 points	5 points from only 2 tiers	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching SPI *And* Fewer than 2 points	Fewer than 6 points	Fewer than 5 points	Never attends faculty meetings or functions

Tier 1 = 1 point   Tier 2 = 2 points   Tier 3 = 3 points   Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STLL Director

Option 3 (85-5-8-2)

ASSOCIATE PROFESSOR

	Teaching (85)*	Research (5)	Service (8)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching SPI *And* At least 8 points from 3 or more tiers	At least 5 points	At least 9 points from 3 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching SPI *And* 7 points from 3 tiers	4 points	At least 9 points from only 2 tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching SPI *And* At least 7 points from only 2 tiers	3 points	8 points	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching SPI *And* At least 6 points from only 1 tier	2 points	7 points	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching SPI *And* Fewer than 6 points	1 point	Fewer than 7 points	Never attends faculty meetings or functions

Tier 1 = 1 point　　　Tier 2 = 2 points　　　Tier 3 = 3 points　　　Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STLL Director

Option 3 (85-5-8-2)

PROFESSOR

	Teaching (85)*	Research (5)	Service (8)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching SPI *And* At least 9 points from 3 or more tiers	At least 6 points	At least 10 points from 3 or more tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching SPI *And* 8 points from only 3 tiers	5 points	10 points from only 2 tiers	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching SPI *And* At least 8 points from only 2 tiers	4 points	9 points	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching SPI *And* At least 7 points from only 1 tier	3 points	8 points	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching SPI *And* Fewer than 7 points	2 points	Fewer than 8 points	Never attends faculty meetings or functions

Tier 1 = 1 point   Tier 2 = 2 points   Tier 3 = 3 points   Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching
   assignment, unexpected class size, etc.) as negotiated with STLL Director

Option 4 (90-5-3-2)
NON-TENURE EARNING

	Teaching (90)*	Research (5)	Service (3)	Other (2)
Outstanding	Ave. 75% VG to E in Overall teaching *And* At least 3 points from 2 tiers	At least 3 points	At least 3 points	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 2 additional functions
Above Satisfactory	Ave. 75% G to E in Overall teaching *And* At least 3 points from only 1 tier	2 points	2 points	Regular attendance at faculty meetings; *And* Attend at least 1 commencement and 1 additional function
Satisfactory	Ave. 60% G to E in Overall teaching *And* 2 points from only 1 tier	1 point	1 point	Regular attendance at faculty meetings; *And* Attend 1 commencement
Conditional	Ave 50% G to E in Overall teaching *And* 1 point	No points	No points	Seldom attends faculty meetings or functions
Unsatisfactory	Ave. <50% G to E in Overall teaching *And* No points	No points	No points	Never attends faculty meetings or functions

Tier 1 = 1 point   Tier 2 = 2 points   Tier 3 = 3 points   Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STLL Director