

Annual Evaluation Standards and Procedures (AESP)

Department of Sociology

Intended for the first use in the 2021 – 2022 evaluation year.

Philosophy Underlying the Annual Review System

Our annual review process rests on the following philosophy: The system should be fair and consistent in application, useful in providing guidance to faculty, and helpful in achieving the research, teaching, and service missions of the department, college, and university.

The Department recognizes the importance of research, teaching, and service while honoring diverse patterns of activity and productivity. This document is intended to be applicable to all departmental faculty of all ranks. Teaching, research, and service corresponds to individual faculty members' assignment of duties and may differ from other departmental faculty based on such factors as rank, teaching load, or other work-related opportunities (e.g., receiving an iStem fellowship, working in the Provost's Office, supervising a Center for the Success of Women Faculty professional development initiative). The overall rating shall include the weighting of these category ratings and shall be regarded as the final indicator of performance assessment.

To allow for diversity of achievement, discretion is allowed in faculty in unit assignments. On rare occasions, a faculty member may have a major assignment for the year that does not constitute research, teaching, and service. In this event, a fourth category of "other" will be added to what is described below and the weight assigned to this category will be negotiated with the chair. Because this is likely to be infrequent, what follows includes only research, teaching, and service. The Department Chair must be able to run the department effectively and efficiently, meet the needs of students, and facilitate the accomplishment of the department's goals. Because of this, the final decision regarding faculty members' assignments of duties rests with the Chair. Furthermore, the types of activities listed throughout this document and the evaluative category in which such activities are listed reflect a presumptive judgment that may not always be applicable (e.g., a doctoral student who appears to be making little progress may, in fact, need a much greater than average amount of help, supervision, and overall effort from his faculty adviser; a publication in an open access journal may have more impact than a publication in a subscription-only journal). In such cases, faculty can attempt to rebut this presumption and argue for a different interpretation by making their case to the Chair. The following document includes activities that a faculty member might participate in as part of their professional responsibilities, but it

is not exhaustive. Faculty members whose activities are not specifically listed may check an “other” category and explain that activity’s relevance and importance. When these types of situations arise, it is the responsibility of the faculty to provide the documentation necessary to make his/her case to the Chair.

Procedure/Major Steps

1. Submission of Annual Report to the Chair

Faculty submit their Annual Reports at the end of the reporting period, as specified in the UCF BOT-UFF Collective Bargaining Agreement (CBA). The report format is provided and summarizes accomplishments in research, teaching, and service during that period. Faculty should consider their specific accomplishments and performances and the importance of each to the research, teaching, or service missions of the department.

In addition to the Faculty Annual Report document, faculty may attach a narrative summary of the accomplishments and activities, and their impacts that faculty consider most important to their annual evaluation, including a discussion or contextualization of their importance to the faculty member’s overall evaluation. Attaching a narrative summary is particularly recommended if a faculty member has activities in an “other” category. The list of standards provides guidance on the relative importance of various accomplishments and activities. The narrative provides the opportunity for faculty to explain how they believe a specific accomplishment exceeds written criteria or has greater impact than might otherwise be concluded. For instance, a publication in a journal with a lower impact factor might have greater importance by virtue of a number of other considerations (e.g., number of citations, highlighted in the news media). Lower than usual course evaluations might be the result of special circumstances such as a new preparation or unforeseen and unavoidable problems with the use of new technology. Faculty can use the narrative to describe these mitigating or exceptional circumstances.

The Chair may ask a faculty member for additional documentation in order to properly evaluate that faculty member’s activities. Or, faculty may also submit other documentation with their annual reports in order to effectively demonstrate their successful accomplishments. Any requested or included materials submitted by faculty as part of their annual evaluation will be taken into consideration by the Chair.

Unassigned activities compensated by sources other than the University (except academic books or textbooks for which the author may receive royalties) generally will not be included in the annual evaluation.

2. Chair Review and Final Ratings

The Chair will review and consider all documents that are submitted as part of a

faculty member's evaluation.

The overall rating of a Department faculty member will be determined by the Department Chair in a written annual evaluation in accordance with the CBA.

3. Faculty Review

Faculty will be given the Chair's evaluation and will have an opportunity to discuss this evaluation with the Chair and to attach a concise comment to the evaluation, as per the CBA. Faculty are encouraged to meet with the Chair to discuss ideas and ways to improve performance ratings.

Teaching

Teaching at a major research university includes training and mentoring of undergraduate and graduate students in addition to classroom instruction. These activities often occur outside the traditional classroom setting, but are nonetheless important to the overall mission of a research university – e.g., the development of a future generation of scholars. Teaching the necessary skills to be successful in this endeavor includes supervising undergraduate honors theses and encouraging undergraduates to participate in faculty research. At the graduate level, this includes supervising master's theses and Ph.D. dissertations, supporting students' efforts to publish their research, and preparing students for careers post-graduation.

We acknowledge the difficulty in measuring quality teaching. In order to illustrate quality teaching, faculty may provide any material they wish in order to make their case, including course materials, informal and formal peer evaluations, and/or grade distributions. It is the responsibility of faculty who wish to have these sources considered in their annual report to describe their importance and to provide contextualization for each. For instance, faculty may wish to have new preparations, challenging course material, a large class, or other factors taken into consideration.

Nonetheless, keeping in line with the importance of impact and quality of teaching activities as they relate to the department's priorities, the following are activities that demonstrate teaching achievement that is Satisfactory, Above Satisfactory, and Outstanding. Please refer to the AESP Evaluation Scale at the end of this document for specific category expectations/criteria.

Satisfactory:

The minimum standards for faculty assigned at least one class during the reporting period regardless of research and service assignments include all of the following:

1. Teaching effectively with appropriate content, learning objectives, rigor, and pedagogical approaches.
 - a. Incorporating global/international content into courses when appropriate.
 - b. Incorporating and valuing diversity in course material when appropriate.

2. Meeting with classes on a regular basis.
3. Maintaining a regular online presence (email and within the learning management system) when teaching online courses.
4. Holding scheduled office hours according to Department's Office Hours Policy.
5. Replying within a reasonable time period to student inquiries.
6. Providing accurate advisement to assigned advisees.
7. Providing course syllabi that meet university policy.
8. Providing regular and timely evaluative feedback on student assignments (e.g., exams, quizzes, papers, homework, etc.).
9. Submitting book orders on time as required by state legislation.
10. Scheduling a meeting or assessment during the final examination period for each course, in compliance with university regulation.
11. Submitting final grades by the University deadline.
12. If serving as faculty advisor to a GTA, performing duties associated with this role as relevant (e.g., observing class, approving syllabi, turning in evaluation by due date).

Above Satisfactory:

1. Being a member of a Ph.D. or M.A. committee where the student is making academic progress, such as meeting their program expectations (counts 1 time for 1-3 students, 2 times for 4 or more students; each M.A. student may be counted up to 2 years; each Ph.D. student may be counted up to 3 years).
2. Being a member of an HIM or other undergraduate committee where the student is making academic progress, such as meeting their program expectations (counts 1 time for 1-3 students, 2 times for 4 or more students; each HIM/undergraduate student can be counted 1 year).
3. Being a member of a Ph.D. qualifying exam committee.
4. Mentoring students through independent study, independent research, or directed reading (counts 1 time for 1-3 students, 2 times for 4 or more students).
5. Student Evaluations – over 60% of the class ratings at “Excellent” and “Very Good”. If you are using this as a measure of your Above Satisfactory teaching, please contextualize your evaluations.
6. Attending teaching enhancement activities (e.g., teaching workshops, FCTL, consultations, webinars, conference sessions). Attends 2 or more short workshops or 1 FCTL weeklong workshop.
7. Curricular Development (e.g., developing and teaching a new course, substantial revisions that fundamentally change the course perspective).
8. Being flexible about course format and contributing to department teaching needs (e.g., putting a F2F course online, teaching a core requirement, a graduate course, a web-based or Mixed Mode course, a writing intensive course, a class larger than 75, teaches 3 or more different courses (each 3 credits or more) during the calendar year faculty may count 1 time for 1 course, 2 times for 2 or more courses).

Outstanding:

1. Chairing an undergraduate thesis committee (i.e., HIM, HIT, HUT) where the student is making academic progress, such as meeting program expectations (counts 1 time for 1-2 students, 2 times for 3 or more students; each student may be counted 1 year).
2. Chairing a Ph.D. and/or M.A. committee where the student is making academic progress (counts 1 time for 1-2 students, 2 times for 3 or more students; each MA student may be counted up to 2 years; each Ph.D. student may be counted up to 3 years).
3. Mentoring a post-doctoral fellow (counts 1 time for 1-2 fellows, 2 times for 3 or more fellows).
4. Mentoring diverse students (e.g., especially minority students, 1st year students, 1st generation in college, transfer students, RAMP, McNair, summer mentoring program, etc.) (counts 1 time for 1-2 students, 2 times for 3 or more students; each student may be counted 1 year).
5. Mentoring with impact (e.g., student publishes a peer-reviewed publication without the mentor, student gets scholarly award or other recognition, etc.)
6. Recognized outstanding teaching (e.g., faculty awards, receiving a TIP, other exceptional accolades).
7. Innovative Teaching with impact (e.g., trying new, innovative, unique teaching and classroom strategies, then sharing with departmental faculty and graduate students, demonstrated use of assessment and/or SoTL data and/or sharing with colleagues, interdisciplinary efforts, etc.).
8. Integrative Student Experience (e.g., service learning, learning communities, internships, community engagement, study abroad, interdisciplinary/global, research-intensive, etc.).
9. Student Evaluations - Received 75% Excellent and Very Good, in student perceptions of instruction of the average of the means across all classes. (If you are using this as a measure of your Outstanding teaching please contextualize your evaluations.)
10. Writes a first edition textbook, lab manual, other demonstrated impactful instructional material.
11. Awarded an external or internal teaching-improvement grant.
12. Other – Provide documentation to the Chair (e.g., Securing private contributions for (a) departmental teaching initiative(s), and/or more than one accomplishment in an above area can be listed here, etc.).

Conditional:

Failing to meet the expectations for Satisfactory for 1 year. Any faculty receiving a Conditional rating in Teaching will meet with the Chair and together they will devise an academic improvement plan.

Unsatisfactory:

Failing to meet the expectations for Satisfactory for 2 or more consecutive years. Any faculty receiving an Unsatisfactory rating in Teaching will meet with the Chair and together they will devise a more stringent academic improvement plan.

Research

A primary mission of the Department of Sociology is to achieve international and national visibility for excellence in research. Consequently, the department expects all tenured and tenure-earning faculty to demonstrate scholarly achievements each year, regardless of teaching load. The evaluation of research excellence involves an examination of a number of standards. In evaluating faculty research, the Department looks for quality and quantity of research products. Although a certain frequency of publication is generally necessary for establishing a research reputation, sheer number of publications is neither the only nor the most important index of research productivity. The Department also looks for evidence that the research products are of high quality and have impact in their relevant fields and on the broader discipline each year. Additionally, efforts to secure external research funding are expected of all research faculty (e.g., tenured faculty, tenure-earning faculty) and both the quality and success of grant proposals will be used in annual evaluations.

In assessing research productivity, primary emphasis is given to publications in refereed journals. Peer reviewed scholarly books are also highly valued. Book chapters will be considered positively in the context of a sustained record of refereed publications and where those chapters are peer-reviewed and/or indicate evidence of national and international recognition. Presentations at professional conferences are encouraged as a way of networking and/or testing ideas in public forums but will not substitute for publications.

While teaching assessment and SoTL activities in the classroom are activities that generally count in the Teaching category of the annual evaluation, peer-reviewed SoTL publications and presentations count in the Research category.

Documentation of research productivity will be provided on the Faculty Annual Report in the form of a list of publications, presentations, and grant proposals submitted during the year. In order for publications to be considered in the area of research, they must be peer-reviewed. Since the impact of the faculty member's work may be unclear to the Department Chair, individual faculty have the responsibility of providing other documents that will allow assessment of quality and quantity of research activities. These might include letters from editors or reviewers, published reviews of books, and a personal statement that places the year's work in the context of the individual's overall program of research. In order to provide documentation about journal quality/standing/ranking faculty may include impact factors, index rankings, rejection rates, rankings in peer-reviewed articles, and/or other information for consideration in judgments of quality. Citation analyses are required in the annual report and can be useful, but those analyses must be done in context (e.g., comparing one's citation count to others at comparable institutions and ranks, to a top scholar in the field, proportion of citations that are self-made, etc.). Again, it is the responsibility of the individual faculty member to provide a context for this information so that the Chair can properly evaluate it.

Keeping in line with the importance of impact and quality of research as it relates to the department's priorities, the following are activities that demonstrate achievement that is Satisfactory, Above Satisfactory, and Outstanding. Please refer to the AESP Evaluation Scale for specific category expectations/criteria.

Satisfactory:

The minimum standards for faculty who have a research assignment during the reporting period regardless of teaching and service assignments include all of the following:

1. One peer reviewed manuscript submission (1st time submission only). And,
2. Any one of the following:
 - 2a. Present research at a professional meeting.
 - 2b. 2 or more peer reviewed manuscript submissions.
 - 2c. Awarded a departmental research grant.
 - 2d. Publish an editor reviewed or peer reviewed encyclopedia entry.
 - 2e. Demonstrated progress on a research monograph.

Above Satisfactory:

1. One peer-reviewed publication (can be counted when accepted or when published).
2. A presentation that is high impact (e.g., keynote address, presentation on a presidential panel, those that lead to publications).
3. Awarded an internal research grant.
4. One publication that is listed as a top viewed or down-loaded publication of the year by the publisher.
5. Supporting at least one graduate student(s) with external funding, but not with full tuition and stipend.

Outstanding:

1. Being awarded an external grant or contract that provides tuition and stipend for at least 1 graduate student for an academic year (can be used for each year of funding).
2. One publication that appears in a top 20 journal-ranking (for the relevant sub-speciality) list on Web of Science, Google Scholar or comparable source (can be counted when accepted or when published).
3. One publication that is listed as a top cited article of the year by the publisher.
4. Two peer-reviewed publications (can be counted when accepted or when published).
5. Publishing a peer-reviewed research monograph (earns an outstanding 2 years in a row).
6. One peer-reviewed publication and one of the following:

- 5a. Receiving a research award (e.g., internal UCF award, award from a professional association, award from a scholarly journal, receiving a RIA, etc.).
- 5b. Forging and working with research oriented community partnerships that yield empirical findings that gain public recognition and have public impact.
- 5c. Receives private contributions (of at least \$10,000) that sponsor a scholarly research project (must be processed by the Office of Research or the UCF Foundation).
- 5d. Being awarded an external grant or contract that does not provide tuition and stipend for a graduate student (can be used for each year of funding).
- 5e. Other: provide documentation to the Chair demonstrating significant research impact.

Conditional:

Failing to meet the expectations for Satisfactory for 1 year. Any faculty receiving a Conditional rating in Research will meet with the Chair and together they will devise an academic improvement plan.

Unsatisfactory:

A demonstrated pattern of failing to meet the expectations for Satisfactory for 2 or more consecutive years. Any faculty receiving an Unsatisfactory rating in Research will meet with the Chair and together they will devise a more stringent academic improvement plan.

Service

Faculty are expected to share in the functioning, governance, and necessary activities of the Department through committee assignments, mentoring, being willing to take on ad hoc tasks as assigned by the Chair, give a brownbag talk, speak to a class or student club, and so on. In other words, all faculty must be willing to do their part of the total work that is necessary to achieve the Department's goals. Likewise, throughout the academic year, the Department and College may host speakers, workshops, or other events. Faculty should make EVERY reasonable effort to attend these events, which enrich our professional lives and the educational experiences of our students.

However, involvement in service activities differs according to rank. Assistant Professors in their first term are expected only to provide service at the Department level. As a faculty member's career progresses, additional service is expected, not only at the department but also at the College and University levels. More senior Faculty (advanced Associates and Professors) should be involved in substantial leadership in service to the Department and the profession. Professors are more likely than the other ranks to obtain high profile-positions as journal editors and executive board members of professional organizations. These activities bring recognition to the Department and UCF and should be encouraged.

Where a faculty member realizes an assigned task will take or has already taken up more FTE than expected and wishes this service to be given greater weight in his/her annual evaluation, it is the responsibility of the faculty member to discuss this with the Chair and demonstrate the importance of any extra or more time-consuming activities in the narrative summary that accompanies the annual report. This discussion should take place as early on as possible.

Keeping in line with the importance of service as it relates to the department's mission, the following are activities that demonstrate achievement that is Satisfactory, Above Satisfactory, and Outstanding. Please refer to the AESP Evaluation Scale for specific category expectations/criteria.

Satisfactory:

The minimum standards for tenured or tenure-track faculty during the reporting period regardless of teaching and research assignments include all of the following:

1. Attend the majority of departmental events and functions; college and university events that have been identified by the Chair as significant via email or at a faculty meeting at least 2 weeks prior to the event.
2. Be an active member of any Departmental committee (good attendance and contribution).
3. Regularly attend faculty meetings.
4. Attend graduation at least 1/year.
5. Give a departmental talk, brown bag, speak to the graduate pro-seminar, or other graduate or undergraduate courses.

Above Satisfactory:

1. Faculty work with student organization (e.g., being the faculty supervisor, helping with programming, providing professional expertise, etc.).
2. Discussant or panel organizer at professional meeting.
3. Professional reviewing (journal article or book review).
4. Organize a panel, workshop, presentation for the Department, University or community (not including the work of the speakers' committee).
5. Public Sociology/Geography/Academe (e.g., writes a professional blog, interviewed by media because of one's professional expertise, etc).
6. Being a member of a university or college committee.
7. Serves on an editorial board or as Associate Editor for a professional journal.
8. Serves in an appointed position in a professional organization.
9. Participating in Leadership training or other professional development training (not related to teaching or research).
10. Serving on 3 or more departmental committees.

Outstanding:

1. Demonstrated Active Recruitment/Retention Efforts (e.g., for the graduate or undergraduate programs, in order to increase diversity, and at conferences, high schools, state colleges).
2. Holding an elected position in a professional organization.
3. Professional review for P&T cases at other universities or serving on a grant review panel.
4. Doing a professionally related Editorship (e.g., edited volume, special issue of a journal).
5. Editing a professional journal (counts as 3 checks)
6. Winning a service grant or award.
7. Conducting professional outreach with community (e.g., serving on a community board, working with a community organization by lending one's professional expertise for its benefit).
8. Chairing Departmental, College, or University committees (this activity may be counted twice if one serves as chair of more than 3 committees).
9. Chairing a committee in a professional organization.
10. Serving on a high-level University committee (e.g., University P&T committee) or being a member of Faculty Senate.
11. Participates in Departmental faculty mentoring activities (e.g., reads and offers comments on another's grant proposal prior to submission, regularly advises a junior faculty member, mentors another faculty member who has asked for help to improve his/her teaching, mentors a faculty member with a book contract, etc.)
12. Other: provide documentation to the Chair (e.g. secure charitable donations for a Departmental, College, or University service initiative, and/or more than one accomplishment in an above area can be listed here, etc.).

Revisions to this document will follow the process outlined in the Collective Bargaining Agreement.

AESP – Evaluation Scale

Ratings below are based in part on numbers of activities in the lists above. Each listed item can only be counted once, unless otherwise indicated in a specific item.

Teaching

Teaching Expectations for Above Satisfactory and Outstanding Evaluations for Faculty with at least one class during the reporting period by Faculty Type:

Teaching-Oriented Faculty (those with Fall/Spring Course Load of 6 or more)

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, successful accomplishment of any five (5) of the activities in the Above Satisfactory and Outstanding Categories.
- Outstanding: In addition to the requirements in the Satisfactory Category, successful accomplishment of any six (6) of the activities in the Above Satisfactory and Outstanding Categories; with three (3) or more of the activities falling within the Outstanding category.

Research-Oriented Faculty (those with Fall/Spring Course Load of 5 or less)

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, successful accomplishment of any four (4) of the activities in the Above Satisfactory and Outstanding Categories.
- Outstanding: In addition to the requirements in the Satisfactory Category, successful accomplishment of any five (5) of the activities in the Above Satisfactory and Outstanding Categories; with two (2) or more of the activities falling within the Outstanding category.

Research-Intensive Faculty (those with Fall/Spring Course Load of 3 or less AND who opt for a research-intensive evaluation)

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, successful accomplishment of any three (3) of the activities in the Above Satisfactory and Outstanding Categories.
- Outstanding: In addition to the requirements in the Satisfactory Category, successful accomplishment of any four (4) of the activities in the Above Satisfactory and Outstanding Categories; with one (1) or more of the activities falling within the Outstanding category.

Research

Research Expectations for Above Satisfactory and Outstanding Evaluations for Faculty with a research appointment by Faculty Type:

Teaching-Oriented Faculty (those with Fall/Spring Course Load of 6 or more)

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, makes demonstrated progress toward any of the activities in the Above Satisfactory or Outstanding Categories.
- Outstanding: In addition to the requirements in the Satisfactory Category, accomplishment of any one (1) of the activities in the Above Satisfactory or Outstanding Categories.

Research-Oriented Faculty (those with Fall/Spring Course Load of 5 or less)

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, demonstrated successful accomplishment at any one (1) activity in the Above Satisfactory category.
- Outstanding: In addition to the requirements in the Satisfactory Category, demonstrated successful accomplishment of any one (1) activity in the Outstanding Category.

Research-Intensive Faculty (those with Fall/Spring Course Load of 3 or less (via the Work Equity Policy or external funding) AND who opt for a research-intensive evaluation).

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, demonstrated successful accomplishment of any one (1) activity in the Outstanding Category.
- Outstanding: In addition to the requirements in the Satisfactory Category, demonstrated successful accomplishment of any two (2) activities in the Outstanding Category.

Service

Service Expectations for Above Satisfactory and Outstanding Evaluations by Rank:

Professors

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, any two (2) in the Above Satisfactory category.
- Outstanding: In addition to the requirements in the Satisfactory Category and two (2) in the Above Satisfactory category, any two (2) of the activities in the Outstanding category.

Associate Professors with more than 3 years in rank

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, any two (2) in the Above Satisfactory category.
- Outstanding: In addition to the requirements in the Satisfactory Category and 2 in the Above Satisfactory category, any one (1) of the activities in the Outstanding category.

Associate Professors with 3 or less years in rank

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, any two (2) in the Above Satisfactory category
- Outstanding: In addition to the requirements in the Satisfactory Category, three (3) of the activities in the Above Satisfactory category (or two (2) in the Above Satisfactory category, any one (1) of the activities in the Outstanding category).

Assistant Professors

- Above Satisfactory: In addition to the requirements in the Satisfactory Category, any one (1) in the Above Satisfactory category.
- Outstanding: In addition to the requirements in the Satisfactory Category, any two (2) in the Above Satisfactory category (or 1 in the Outstanding category).

Instructors/Lecturers: The Department recognizes that instructors and lecturers are primarily teaching faculty and service expectations are therefore minimal.

- Unsatisfactory: No faculty meeting attendance.
- Conditional: Attendance at 25% of Sociology faculty meetings.
- Satisfactory: Attendance at 50% of Sociology faculty meetings.
- Above Satisfactory: Attendance at 75% of Sociology faculty meetings.
- Outstanding: Attendance at 100% of Sociology faculty meetings OR attendance at 75% of Sociology faculty meetings and accomplishment of one (1) of the activities in the Above Satisfactory or Outstanding categories.

Conditional:

Failing to meet the expectations for Satisfactory for 1 year. Any faculty receiving a Conditional rating in Service will meet with the Chair and together they will devise an academic improvement plan.

Unsatisfactory:

Failing to meet the expectations for Satisfactory for 2 or more consecutive years. Any faculty receiving an Unsatisfactory rating in Service will meet with the Chair and together they will devise a more stringent academic improvement plan.

OVERALL ASSESSMENT

Using the point system provided below, please compute your overall annual evaluation score:

<u>Rating</u>	<u>Research</u>	<u>Teaching</u>	<u>Service</u>
Outstanding	6	4	3
Above Satisfactory	4	3	2
Satisfactory	2	2	1
Conditional	0	0	0
Unsatisfactory	0	0	0

Evaluation Scoring

Faculty with teaching, research, and service assignments:

Outstanding:	12-13 points
Above Satisfactory:	9-11 points
Satisfactory:	5-8 points
Conditional:	2-4 points
Unsatisfactory:	0-1 points

Faculty with no research assignment:

Outstanding:	7 points
Above Satisfactory:	5-6 points
Satisfactory:	3-4 points
Conditional:	1-2 points
Unsatisfactory:	0 points

OVERALL ANNUAL EVALUATION _____