

Appendix E: Annual Report Evaluation Scale

Jewish Studies Faculty Evaluation Plan Appendix E (created 28 April 2013; revised October 2018)

Annual Report Evaluation Scale

Teaching Criteria

- 3.0 High performance: willingness to assume individual teaching assignments (individual study, honors projects, thesis and dissertation direction); numerous student advisees; student evaluation scores that are consistently near the top of the departmental range; recognition for achievements in teaching with major college, university or national award (average score 5.0).
- 2.5 Medium-high performance: willingness to teach large sections, to teach courses at all levels of the Program, to prepare new courses and course material (including online and summer programs); aids department in organizing or overseeing consistency in heavy grading courses; consistently receives high student evaluation scores (average score 4.17).
- 2.0 Medium performance: normal level of expectation for the Program; teaches required number of courses each semester; handles all assigned student advisees; involved in teaching mission, to the extent assigned, in the undergraduate program; student evaluation scores are consistently good (average score 3.34).
- 1.5 Medium-low performance: some positive students evaluations with a perceptible pattern of complaints, may suggest a need to reconsider teaching strategies or course organization (average score 2.5).
- 1.0 Low performance: consistently high attrition rates among students; student evaluation scores that are unusually low for the Program (average score 1.67).

Research Criteria

- 3.0 High performance: a published book (or 5-7 major articles) and a significant ongoing project or 2-4 smaller projects; considerable evidence of grant activity.
- 2.5 Medium-high performance: 2 or more major articles in print (or 1 short critical edition) and a significant ongoing project or 2 smaller projects; much evidence of grant activity.
- 2.0 Medium performance: normal level of expectation for the Program; something in print every year (1 article) and something in progress (1 major article or 2-3 smaller ones), or demonstrable progress on a large ongoing project; some evidence of grant activity.
- 1.5 Medium-low performance: something (an article) either in print or in progress; every ongoing project is minor; little evidence of grant activity.
- 1.0 Low performance: nothing in print and little in the way of an ongoing project (i.e., will produce an article at some time but not a major article in the next year or a book in the next 3 years); no evidence of grant activity.

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Service Criteria

- 3.0 High performance: consistently in demand for departmental, and for university and professional service (the latter indicating extra-departmental "achievement"), including some with a high level of responsibility (e.g., as chair or in program development or in fund-raising).
- 2.5 Medium-high performance: 1 or 2 extra-departmental responsibilities (e.g., program development or fund-raising) in addition to regular departmental ones; significant effort organizing and directing special seminars or programs; prominent editorial responsibilities with national visibility.
- 2.0 Medium performance: normal level of expectation for the Program; satisfactory fulfillment of departmental assignments (all around "good citizen"); reasonable amount of professional service commensurate with stage of career and number of years in the profession.
- 1.5 Medium-low performance: weak fulfillment of departmental service assignments (e.g., failure to follow through with specific requirements such as class visitations, written observation reports, repeated absences from committee meetings, unwillingness to participate in or cooperate with committee activities, and so forth).
- 1.0 Low performance: unsatisfactory fulfillment of service activities and/or unwillingness to serve on departmental committees.