

**Annual Faculty Performance Evaluation
For Academic Year _____ - _____**

Name: _____

Date of Evaluation: _____

Position/Rank: _____

Time in Current Position: _____

1. OVERVIEW

1.1. Purpose and Method

The purpose of the performance evaluation system is to allow faculty to have a clear understanding of their current performance. The evaluation will guide faculty toward performing in furtherance of the missions, strategic objectives and goals of UTRGV, VCoBE and its departments and schools. The process that includes self-reporting, completing the evaluation form, review by peers, and meetings for feedback provides faculty with meaningful information and recognition of strengths, weaknesses, and recommendations for improvements as required by the UTRGV *Handbook of Operating Procedures*, [ADM 06-502 \(Annual Faculty Evaluation\)](#). The system serves as a tool for decision-making by departments/schools and the college in the areas of annual reviews, promotion, post-tenure, and when available, merit salary raises.

1.2. Documentation

This document is to be appended to the Faculty Review Dossier required for all UTRGV VCoBE full-time tenured and non-tenure track faculty. The dossier will provide the material and narrative to support the review and evaluation process. The dossier requirements and timeline pathways are found in the Faculty Resources provided by the Provost.

1.3. Outcomes

Each review level in the Annual Faculty Evaluation process requires ranking of the faculty member in one of the following four (4) categories: “4” – Exceeds expectations; “3” – Meets expectations; “2” – Does not meet expectations; or “1” – Unsatisfactory. The definitions are proscribed in [ADM 06-502](#) C. as follows:

4. *Exceeds expectations* - Reflects a clear and significant level of accomplishment beyond what is normal for the UTRGV, discipline, unit, faculty rank, or any contractual expectations as defined by the unit.
3. *Meets expectations* - Reflects accomplishments commensurate with what is normal for UTRGV, discipline, unit, faculty rank, or any contractual expectations as defined by the unit.
2. *Does not meet expectations* - Indicates a failure as defined by the unit beyond what can be considered the normal range of year-to-year variation in performance, but of a character that appears to be subject to correction.
1. *Unsatisfactory* - Failing to meet expectations for the faculty member’s unit, rank, or contractual obligations in a manner that reflects disregard of previous advice or other efforts to provide remediation or assistance, or involves *prima facie* professional misconduct, dereliction of duty, or incompetence. The same units that specify the standards for exceeding, meeting, and failing to meet expectations should also specify the criteria for performance that is unsatisfactory.

The performance category in which each faculty member falls is determined by applying the Grand Total Score from the Evaluation Score Summary found below to the following table of ranges. Provided, however, that faculty members must meet both Basic Teaching Requirements in Section 3.1 to receive an overall performance evaluation of “Meets Expectations” or higher.

<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Does Not Meet Expectations</u>	<u>Unsatisfactory</u>
4.00	3.00-3.99	2.00-2.99	< 2.00

1.4. Merit Pay

If a pool for merit pay raises is available in a given year, 70% of the merit pool shall be distributed equally, in the form of a fixed percentage pay increase, to the group of faculty receiving an Evaluation Score of 3.00 or higher or making satisfactory progress towards tenure in all areas of review in accordance with Section 5 of VCoBE’s *Policy on Tenure and Promotion and Annual Reappointment Reviews for Tenure Track Faculty*. The remainder of the merit pool, shall be used, not necessarily in equal amounts, to reward outstanding performance among faculty achieving an Evaluation Score of 3.5 or higher determined by the Dean and department chairs.

If a pool for merit pay raises has not been available in one or more consecutive years prior to the evaluation year, merit pay decision shall be made based on the average Evaluation Score achieved by the faculty member over the years in which a merit pool was not available up to and including the current evaluation year.

2. INSTRUCTIONS

2.1. Description

The evaluation is comprised of three sections covering performance for teaching, research (if applicable), and service. The evaluation includes both a self-evaluation report and a review level score based on faculty narratives with supporting evidence. The Performance Scores for teaching, research (if applicable), and service will be weighted by the corresponding faculty workload weight in each category to obtain the Grand Total Score. Unless clearly instructed otherwise, teaching and service points are earned only from activities in the corresponding academic year (AY) reported in this instrument, and research points are based on a three-year average.

2.2. Steps for completing the Faculty Performance Evaluation

1) Determine your faculty workload weight percentages for teaching, research (if applicable) and service based on the following table.

<i>FACULTY CLASSIFICATION</i>	<i>TEACHING</i>	<i>RESEARCH</i>	<i>SERVICE</i>
Lecturer	90%	0%	10%
Lecturer with 10% research	80%	10%	10%
Professor of Practice	80%	0%	20%
Professor of Practice with 10% research	70%	10%	20%
Clinical Professor	70%	10%	20%
Tenured Teaching Faculty	60%	20%	20%
Tenured Research Faculty	50%	30%	20%
Tenure-Track Faculty	40%	50%	10%
Doctoral Eligible Faculty	40%	50%	10%

2) In the **Evaluation Score Summary** below, enter selected *Weight* for each **SECTION** based on your *Faculty Classification* (sum of *Weights* = 100%). Enter your **RESEARCH Performance Score** (1-4) if applicable. A review level (department/school committee or department chair/school director) will enter the *Performance Scores* for **TEACHING** and **SERVICE** and then add the *Weighted Scores* for your *Grand Total*.

Evaluation Score Summary

<i>SECTION</i>	<i>WORKLOAD WEIGHT (W)</i>	<i>PERFORMANCE SCORE (1-4) (S)</i>	<i>WEIGHTED SCORE [W × S=WS]</i>
Teaching			
Research (if applicable)			
Service			
<i>Grand Total</i>	100%		

3. TEACHING

Teaching is evaluated using assessments in four areas: Basic Teaching Requirements, Teaching Effectiveness, Teaching Innovation and Accomplishments, and Teaching Narratives.

3.1. Basic Teaching Requirements

Faculty must meet both requirements below to receive a 3 or higher Teaching Performance Score and a “Meets Expectations” or higher overall performance evaluation.

BASIC TEACHING REQUIREMENTS	YES / NO
Met class at scheduled time unless there were extenuating circumstances	
Held one hour of office hour per week for each three-credit lecture-based course taught	

3.2. Teaching Effectiveness (from Student Evaluations)

Enter each *Course Number & Section* taught in the evaluation year and the average student evaluation score from the Mandated Question Results line of the Course Evaluation Report found in the Course Evals Application accessed from the [MyUTRGV portal page](#). Calculate the *Average Score*, then multiply the *Average Score* by 3 to obtain the Teaching Effectiveness Points.

	COURSE NUMBER & SECTION	STUDENT EVALUATIONS SCORE (OUT OF 5)
<i>Example</i>	<i>BUSA xxxx.01</i>	<i>4.80</i>
Course 1		
Course 2		
Course 3		
Course 4		
Course 5		
Course 6		
Course 7		
Course 8		
Course 9		
Course 10		
Course 11		
Course 12		
<i>Average Score</i>		
Teaching Effectiveness Points: Multiply <i>Average Score</i> by 3 [x.xx × 3=?]		

3.3. Teaching Innovation and Accomplishments

For each activity that describes your teaching activities/achievements in the year of evaluation, circle or select the point values that apply and add up the points. **Each bullet point can only count once per AY.**

<i>TEACHING ACCOMPLISHMENTS</i>	<i>POINT VALUE</i>
Teaching Awards/Honors; each bullet point can only count once per AY.	
▪ Major teaching award/honors at the University level or higher in the last five AYs including the AY under evaluation	<input type="checkbox"/> 5
▪ Teaching award/honors at departmental/college level in the last five AYs including the AY under evaluation	<input type="checkbox"/> 3
High Impact Pedagogies (HIP); each bullet point can only count once per AY.	
▪ Invited one or more discipline-relevant speakers	<input type="checkbox"/> 1
▪ Taught one or more Service Learning courses designated by UTRGV Office of Engaged Scholarship & Learning ¹	<input type="checkbox"/> 1
▪ Incorporated flipped classroom ²	<input type="checkbox"/> 1
▪ Incorporated experiential learning ³	<input type="checkbox"/> 1
▪ Incorporated student research experiences in undergraduate or master's courses	<input type="checkbox"/> 1
▪ Incorporated travel abroad or Collaborative Online International Learning ⁴ programs	<input type="checkbox"/> 1
▪ Enhanced student learning through frequent homework assignments	<input type="checkbox"/> 1
▪ Incorporated writing-intensive assignments or projects	<input type="checkbox"/> 1
▪ Incorporated e-portfolios ⁵	<input type="checkbox"/> 1
▪ Incorporated game(s) and/or simulation	<input type="checkbox"/> 1
▪ Used appropriate technology to enhance course delivery (excluding basic use of Blackboard)	<input type="checkbox"/> 1
▪ Used self-created comprehensive exams not based on publisher-provided contents	<input type="checkbox"/> 1
▪ Participated in student learning outcomes and learning goals assessment	<input type="checkbox"/> 1
Table continued on next page	

¹ List of courses and instructors at <https://www.utrgv.edu/engaged/service-learning/courses/index.htm>.

² Definition at <https://www.utrgv.edu/cte/resources/flipped-classrooms/index.htm>

³ Definition and examples at <https://www.utrgv.edu/engaged/get-started/index.htm>.

⁴ Definition at <http://www.coilconsult.com/what-is-coil-.html>.

⁵ Definition and examples at <https://teaching.berkeley.edu/resources/assessment-and-evaluation/design-assessment/e-portfolio>.

Course-Related Information; each bullet point can only count once per AY.	
▪ Taught three or more preps in the AY (excluding compensated offload teaching)	<input type="checkbox"/> 1
▪ Designed one or more new courses	<input type="checkbox"/> 3
▪ Taught physically on two or more campuses in the AY (excluding compensated offload teaching)	<input type="checkbox"/> 1
▪ Completed Quality Matters blueprinting of one or more courses through the Center for Online Teaching and Technology	<input type="checkbox"/> 2
▪ Provided recorded lecture videos in asynchronous online courses	<input type="checkbox"/> 1
▪ Provided optional synchronous online/offline meetings for asynchronous online courses	<input type="checkbox"/> 1
▪ Significantly redesigned one or more existing courses	<input type="checkbox"/> 1
▪ Incorporated sustainability, ethical or social responsibility-related materials	<input type="checkbox"/> 1
▪ Incorporated discipline-relevant software and technology (e.g., SAP, QuickBooks, Tableau, SAS, STATA, R, SPSS)	<input type="checkbox"/> 1
▪ Non-compensated teaching beyond maximum workload	<input type="checkbox"/> 1
▪ Engaged in non-compensated teaching activities towards student success (e.g., tutoring, review classes)	<input type="checkbox"/> 1
Professional Development; each bullet point can only count once per AY.	
▪ Attended two or more teaching development sessions at UTRGV	<input type="checkbox"/> 1
▪ Attended one or more external teaching development sessions/workshops	<input type="checkbox"/> 1
▪ Achieved CFA, CPA, or State Bar professional certification in the last five AYs	<input type="checkbox"/> 4
▪ Achieved professional certification other than CFA or CPA (e.g., CFP, CMA, SAP, PMP, SHRM) or successfully passing part of the CFA or CPA exam	<input type="checkbox"/> 2
▪ Maintained professional certification or license by meeting continuous professional education requirements (e.g., CPA, CFA, CLE)	<input type="checkbox"/> 2
▪ Presented one or more times on teaching/pedagogy at a relevant conference/workshop/training	<input type="checkbox"/> 1
Graduate Teaching; each bullet point can only count once per AY.	
▪ Chaired one or more dissertation committees beyond maximum workload	<input type="checkbox"/> 3
▪ Member of one or more dissertation committees	<input type="checkbox"/> 1
▪ Chaired one or more thesis committees beyond maximum workload	<input type="checkbox"/> 2
▪ Member of one or more thesis committees	<input type="checkbox"/> 1
Teaching-Related Grants (Amount Awarded for AY under Evaluation)	
▪ External grant: 1 point per \$10,000 (rounded up to the nearest \$10,000; 10 points maximum)	
Other Teaching-related Accomplishments (not listed above); one point each, maximum five points	
1.	
2.	
3.	
4.	
5.	
Teaching Innovation and Accomplishment Points: Add Total Points (up to a max of 15 points)	

Teaching Narratives

Use the Teaching Narratives section in the Faculty Portfolio Tool (FPT) to substantiate your teaching effectiveness, innovation, accomplishments or provide additional information not included in the above point-based evaluation.

Attach any evidence of teaching effectiveness and accomplishments you wish to be considered such as:

- Student Evaluation comments with no edits/omissions are encouraged, not required.
- Peer observations of teaching
- Syllabi
- Sample of assignments or assessments

Up to 5 **BONUS** points may be awarded by the department/school committee or chair/director based on quality, not quantity, of teaching using the teaching narratives and any supplemental teaching materials. Bonus points are reserved for outstanding performance and will not be given to all faculty members in each department.

Teaching BONUS Points: _____

(to be filled out by the department/school committee and reviewed/confirmed by the chair/director)

3.4. Summation of Teaching Points; Conversion of Teaching Points to Teaching Performance Score

<i>SECTION</i>	<i>POINTS EACH SECTION</i>
Teaching Effectiveness Points from Section 3.2.	
Teaching Innovation and Accomplishment Points from Section 3.3.	
Teaching Narrative Bonus Points from Section 3.4.*	
<i>Total Teaching Points</i> *	

*To be filled out by the department/school committee and reviewed/confirmed by the chair/director.

Conversion of Total Teaching Points to Teaching Performance Score

<i>TOTAL TEACHING POINTS</i>	<i>TEACHING PERFORMANCE SCORE</i>
27 points or higher*	4
21 to 26.99*	3
15 to 20.99	2
Below 15	1

*Faculty must meet both Basic Teaching Requirements in Section 3.1 to receive a teaching performance score of 3 or higher.

A review level (department/school committee or department chair/school director) will enter the **Teaching Performance Score** in the Score column and Teaching row of the Evaluation Score Summary on page 3.

3.5. Peer Observations of Teaching

[ADM 06-502 \(Annual Faculty Evaluation\)](#) requires “Peer evaluations of teaching as per the department or college and University guidelines.” [ADM 06-505 \(Faculty Tenure and Promotion\)](#) requires that “Effective teaching is assessed by multiple indicators including, but not limited to, performance on student evaluations, **peer observation of teaching**, and pedagogical preparations.” The Provost provides [Guidelines for Faculty Peer Observation of Teaching](#).

Indicate the date on which peer observations took place:

Tenured Faculty (at least once every three years): _____
Clinical Professors, Professors of Practice, Senior Lecturers (at least once every three years): _____
Clinical Assistant or Clinical Associate Professors (at least once per academic year): _____
Assistant or Associate Professors of Practice (at least once per academic year): _____
Lecturers I, II, or III (at least once per academic year): _____

4. RESEARCH

4.1. Research Performance I (to be used by *Doctoral Eligible and Tenured Research Faculty only*)

4.1.1. Research Accomplishments

Research is evaluated using the sum of the assessments in five areas: Journal Publications, Academic Conferences, Scholarly Book Publications, Research Grant Funding and Other Scholarly Activities and Outcomes.

For each research accomplishment type below, enter the Quantity and total Point Value. Then add up the points to obtain the Total Research Points for the AY.

RESEARCH ACCOMPLISHMENTS	QUANTITY / AMOUNT	POINT VALUE
Journal Publications (as rated in the target journal list approved by VCoBE)		
Elite (60 points each)		
High impact (30 points each)		
Medium impact (15 points each)		
Peer-reviewed (5 points each)		
Academic Conferences		
Best paper – refereed major conference (5 points each)		
Paper or extended abstract presented - refereed major conference (2 points each)		
Best paper – other conference (3 points each)		
Paper or extended abstract presented – other conference (1 point each)		
Abstract presented – conference (1 point each)		
Scholarly Book Publications (does not include textbooks)		
Scholarly book publication, first edition (50 points each)		
Scholarly book publication, subsequent edition (15 points each)		
Peer-reviewed scholarly book chapter in an edited book (5 points each)		
Book chapter in an edited book without peer-review (2 points each)		
Research Grant Funding (amount awarded for AY under evaluation)		
External grant: 1 point per \$10,000 (rounded up to the nearest \$10,000; 10 points maximum)		
Completing a research report for a grant of \$5,000 or more (2 points each)		
Application to a major (e.g. NSF) research grant agency (2 points each)		
Successfully obtaining an internal (University FRC) research grant (1 point each)		
Other Scholarly Activities & Outcomes		
University or higher research award in the last five AYs (5 points each)		
College or department research award in the last five AYs (3 points each)		
Reported research impacting the local region (2 points each)		
Publishing an instructional field media contribution (1 point each)		
Total Research Points		

Transition Rule: For the purpose of annual reviews, Research Points are calculated using a three-year rolling average of scores based on dates of publication acceptance. Mindful that in the years prior to the adoption of this Faculty Annual Performance Evaluation instrument, which takes effect in the fall of 2022 for the evaluation of AY 2021/22, VCoBE used a different instrument with at times different point values as well as a different Target Journal List (ABDC), faculty may either use the Research Points as determined by the old instrument for prior years (AY 2019/20 and AY 2020/21), or recompute their research points for prior years applying this new instrument and VCoBE’s new Target Journal List (modified CABS AJG).

Enter the Research Points earned from each applicable year, then calculate the average points:

Review Year - 1	
Prior Year - 2	
Prior Year - 3	
Average Research Points	

4.1.2. Conversion of Average Research Points to Research Performance Score

RESEARCH PERFORMANCE SCORE	DOCTORAL ELIGIBLE FACULTY	TENURED RESEARCH FACULTY
4*	≥ 20 points	≥ 12 points
3*	15 to 19.99 points	9 to 11.99 points
2	10 to 14.99 points	6 to 8.99 points
1	< 10 points	< 6 points

*Faculty must maintain *Scholarly Academic* faculty qualifications to receive a research performance score of 3 or higher.

Enter the **Research Performance Score** in the Score column and Research row of the **Evaluation Score Summary** on page 3.

4.2. Research Performance II (to be used by Tenured Teaching Faculty, Clinical Professors, Professors of Practice with a research component and Lecturers with a research component only)

4.2.1. Research Accomplishments

Research is evaluated using the sum of the assessments in four areas: Journal Publications, Conferences, Book Publications, Research Grant Funding, and Other Scholarly Activities & Outcomes.

For each research accomplishment type below, enter the Quantity and total Point Value. Then add up the points to obtain the Total Research Points for the AY.

RESEARCH ACCOMPLISHMENTS	QUANTITY / AMOUNT	POINT VALUE
Journal Publications (as rated in the target journal list approved by VCoBE)		
Elite (60 points each)		
High impact (30 points each)		
Medium impact (15 points each)		
Peer-reviewed (5 points each)		
Practitioner journal (2 points each)		
Conferences		
Best paper – refereed major academic conference (5 points each)		
Paper or extended abstract presented - refereed major academic conference (2 points each)		
Best paper – other academic conference (3 points each)		
Abstract presented – academic conference (1 point each)		
Presentations – professional conference (2 points each)		
Book Publications (does not include textbooks)		
Discipline-relevant book publication, first edition (50 points each)		
Discipline-relevant book publication, subsequent edition (15 points each)		
Discipline-relevant book chapter in an edited book (5 points each)		
Discipline-relevant book chapter in an edited book without peer-review (2 points each)		
Research Grant Funding (amount awarded for AY under evaluation)		
External grant: 1 point per \$10,000 (rounded up to the nearest \$10,000; 10 points maximum)		
Completing a research report for a grant of \$5,000 or more (2 points each)		
Application to a major (e.g., NSF) research grant agency (2 points each)		
Successfully obtaining an internal (University FRC) research grant (1 point each)		
Other Scholarly Activities & Outcomes		
University or higher research award in the last five AYs (5 points each)		
College or department research award in the last five AYs (3 points each)		
Reported research impacting the local region (2 points each)		
Client-based research project (2 points each)		
Publishing an instructional field media contribution (1 point each)		
Total Research Points		

Transition Rule: For the purpose of annual reviews, Research Points are calculated using a three-year rolling average of scores based on dates of publication acceptance. Mindful that in the years prior to the adoption of this Faculty Annual Performance Evaluation instrument, which takes effect in the fall of 2022 for the evaluation of AY 2021/22, VCoBE used a different instrument with at times different point values as well as a different Target Journal List (ABDC), faculty may either use the Research Points as determined by the old instrument for prior years (AY 2019/20 and AY 2020/21), or recompute their research points for prior years applying this new instrument and VCoBE’s new Target Journal List (modified CABS AJG).

Enter the Research Points earned from each applicable year, then calculate the average points:

Review Year - 1	
Prior Year - 2	
Prior Year - 3	
Average Research Points	

4.2.2. Conversion of Total Research Points to Research Performance Score

RESEARCH PERFORMANCE SCORE	TENURED TEACHING FACULTY (20% RESEARCH WORKLOAD)	CLINICAL PROFESSORS PROFESSORS OF PRACTICE WITH RESEARCH LECTURERS WITH RESEARCH (10% RESEARCH WORKLOAD)
4*	≥ 8 points	≥ 4 points
3*	6 to 7.99 points	3 to 3.99 points
2	4 to 5.99 points	2 to 2.99 points
1	< 4 points	< 2 points

* Tenured Teaching Faculty, Clinical Professors, Professors of Practice with 10% research work load, and Lecturers with 10% research work load must maintain *Scholarly Academic* faculty qualification to receive a research performance score of 3 or higher.

Enter the **Research Performance Score** in the Score column and Research row of the **Evaluation Score Summary** on page 3.

5. SERVICE

5.1. Service Accomplishments

For each activity that describes your service activities/achievements in the AY of evaluation, add the corresponding point value to the Point Value column and add up all relevant points in the total service accomplishments points earned row.

<i>SERVICE ACCOMPLISHMENTS</i>	<i>POINT VALUE</i>
Service Awards / Honors	
Major service award/honors at the University level or higher in the last five AYs including the AY under evaluation (5 points)	
Service award/honors at departmental/college level in the last five AYs including the AY under evaluation (3 points)	
University Committees (Up to two university committees/task forces/working groups; 3 points if chair of committee/task force/working group; 2 points if member; multiply points by 1.5 if met six times or more in AY)	
1.	
2.	
College Committees (Up to two college committees/task forces/working groups; 3 points if chair of committee/task force/working group; 2 points if member; multiply points by 1.5 if met six times or more in AY)	
1.	
2.	
Department Committees (Up to four department/school committees/task forces/working groups; 3 points if chair of committee/task force/working group; 2 points if member; multiply points by 1.5 if met six times or more in AY)	
1.	
2.	
3.	
4.	
Service to Students	
Student organization advisor (3 points)	
Traveled to field-related conferences with students (2 points)	
Mentored students in field-relevant academic competitions or presentations (5 points)	
Engaged in experiential learning activities with students not related to a course that you taught in the AY under evaluation (1 point)	
Other Institutional Service Not Included Above (1 point each, up to 5 points)	
1.	
2.	
3.	
4.	
5.	
Table continued on next page	

Service to Academia (3 points per journal editor of an elite or high impact journal; 2 points per journal editor of other peer reviewed journal, conference track chair, elite/high impact journal editorial board member, or elite/high impact journal referee; 1 point for all other service to academia: e.g., journal editorial board member, referee, conference referee or discussant, grant reviewer). Up to 5 activities in total.	
1.	
2.	
3.	
4.	
5.	
Community Service (each item can only be counted once)	
Engaged in executive or professional education (1 point)	
Engaged in non-compensated external consulting (1 point)	
Served as officer (or other leadership position) of local, regional, state, or national field-relevant professional organizations (2 points)	
Served as officer (or other leadership position) of local, regional, state, or national community organizations (1 point)	
Presented or served as keynote speaker at field-relevant professional organizations or conferences (1 point)	
Gave one or more field-relevant presentation at K-12 schools (1 point)	
Performed member service in a local, regional, state, or national professional organization (1 point)	
Performed member service in a local, regional, state, or national community organization (1 point)	
Engaged in economic development projects with community partners (1 point)	
Service-Related Grants (Awarded Amount for AY Under Evaluation)	
External grant: 1 point per \$10,000 (rounded up to the nearest \$10,000; 10 points maximum)	
Total Service Accomplishments Points	

5.2. Service Narratives

Use the Service Narratives section in the Faculty Portfolio Tool (FPT) to substantiate your service effectiveness, accomplishments or provide additional information not included in the above point-based evaluation.

Up to 5 **BONUS** points will be awarded by the department/school committee or chair/director based on service narratives. Bonus points are reserved for outstanding performance and will not be given to all faculty members in each department.

Service Narratives BONUS Points: _____

(to be filled out by the department/school committee and reviewed/confirmed by the chair/director)

5.3. Summation of Service Points; Conversion of Service Points to Service Performance Score

<i>SECTION</i>	<i>POINTS EACH SECTION</i>
Service Accomplishments Points from Section 5.1.	
Service Narrative Bonus Points from Section 5.2.*	
<i>Total Teaching Points*</i>	

*To be filled out by the department/school committee and reviewed/confirmed by the chair/director.

Conversion of Service Points to Service Performance Score

<i>SERVICE PERFORMANCE SCORE</i>	<i>DOCTORAL ELIGIBLE FACULTY AND LECTURERS (10% SERVICE WORKLOAD)</i>	<i>TENURED RESEARCH FACULTY, TENURED TEACHING FACULTY, CLINICAL PROFESSORS, AND PROFESSORS OF PRACTICE (20% SERVICE WORKLOAD)</i>
4	≥ 12 points	≥ 24 points
3	9 to 11.99 points	18 to 23.99 points
2	6 to 8.99 points	12 to 17.99 points
1	< 6 points	< 12 points

A review level (department/school committee or department chair/school director) will enter the **Service Performance Score** in the Score column and Teaching row of the Evaluation Score Summary on page 3.