TEACHING:

Does Not Meet Expectations (Unsatisfactory)	Partially Meets Expectations	Meets Expectations (Satisfactory)	Exceeds Expectations	Significantly Exceeds Expectations (Exemplary)
Does not revise, update courses as needed; content is dated Earns a mean in the bottom quarter of SEAS averages on a majority of student evaluation questions Involved with multiple, substantive student complaints Cancels classes on multiple occasions	Earns a score of 2-3 on a majority of student evaluation questions Holds regularly scheduled office hours	Submits assessment data for students for the course and/or program evaluation (where applicable) *Fulfills two or more of the following, or other benchmarks as defined with Dept chair.* Earns a score of 3-4 on a majority of student evaluation questions Evidence of designing and refining course materials regularly (e.g., to improve diversity, equity, and inclusion (DEI) outcomes) Cooperates with assessments of student outcomes and instructional impacts (using the ABET system) Participates in training activities focusing on improving DEI in the classroom Demonstrates concrete examples of implementing practices or strategies for DEI in the classroom Advises undergraduate theses	*Fulfills criteria for "Meets Expectations" and two or more of the following, or other benchmarks as defined with Dept chair:* Earns a score of 4 or above on a majority of student evaluation questions Makes *significant* course changes (e.g., infusion of technology, co-teaching, DEI or internationalization of courses) Completes intensive preparation of a new course or consolidated course Completes structured, intensive professional development related to teaching Engages in substantive assessment of teaching, including but not limited to peer evaluations of teaching and syllabi Assesses course outcomes to indicate both effective and equitable student learning Engages in substantive mentoring of students with SEAS teaching responsibilities Receives departmental-level teaching awards	*Fulfills criteria for 'exceeds expectations' and one or more of the following, or other benchmarks as defined with Dept chair:* Leads or plays major role in program or school-related effort on curriculum revision or course consolidation or renewal tied to program development or improvement Leads or plays major role in developing effective mentoring approaches for undergraduate and graduate students and/or advising Leads or plays major role in developing assessments of student outcomes and instructional impacts (using the ABET system) Leads or plays a major role in a program, department, school, or university-wide effort to improve teaching outcomes related to DEI Receives award from SEAS, University or external organizations for teaching and/or mentoring Publishes a textbook

The above guide provides example activities that represent the level of activity – it is NOT an exclusive list.

RESEARCH/SCHOLARSHIP:

Does Not Meet Expectations (Unsatisfactory)	Partially Meets Expectations	Meets Expectations (Satisfactory)	Exceeds Expectations	Significantly Exceeds Expectations (Exemplary)
No active research program No publications No presentations	Serves as Principal Investigator (PI) or plays a significant role on less than 2 contracts Supports one graduate student through external contacts and grants Publishes one refereed scholarly article appropriate to the field Advisor for graduate students not supported by external research funds	*Fulfills four or more of the following, or other benchmarks as defined with Dept chair:* Serves as Principal Investigator (PI) or Co-PI on 1-2 contracts or grants Supports 2-3 graduate students through external contracts, grants and fellowships Publishes 2-3 refereed scholarly articles appropriate for their field Provides two months of summer salary support Presents at 1-2 national/international conferences Participates in training activities focused on DEI in research and research mentorship	*Fulfills criteria for "Meets Expectations," and four or more of following, or other benchmarks as defined with Dept chair:* Serves as PI or Co-PI on 3-4 contracts or grants Supports 4-5 graduate students through external contracts and grants Supports a diverse team of students, postdocs, and research staff Recruits or graduates one or more graduate students or postdocs from under-represented groups Provides academic year buyout Publishes 4-5 refereed scholarly articles Publishes 3 or more chapters in edited scholarly volumes Receives a best paper award at a conference Publishes a new research book Contributes to research (e.g., publishes a refereed scholarly articles) that addresses DEI related topics in their field Delivers invited address or scholarly keynote at national or international conference, university, or industry Participates in technology transfer	*Meets criteria for "Exceeds Expectations" and at least two of the following, or other benchmarks as defined with Dept chair:* Serves as PI or Co-PI on 4-5 contracts or grants Supports 6 or more graduate students/research staff through external contracts and grants Receives a best paper award for a journal or professional society Serves as PI on a national center of excellence Licensing of IP Development of a startup company derived from UVA research and with third-party funding Leads or plays a major role in gaining external funding to improve DEI within a graduate program (e.g., including a significant collaboration with an HBCU) Receives National award (e.g., election to Fellow) Publishes a research book

The above guide provides example activities that represent the level of activity – it is NOT an exclusive list.

PROFESSIONAL AND UNIVERSITY SERVICE/OUTREACH:

Does Not Meet Expectations (Unsatisfactory)	Partially Meets Expectations	Meets Expectations (Satisfactory)	Exceeds Expectations	Significantly Exceeds Expectations (Exemplary)
Minimal interaction with the field – occasional participation in local or regional service; no leadership role or ongoing role Minimal interaction within the University, School, and the department – occasional participation on committees; no leadership role or ongoing role	Participates actively in relevant professional associations Reviews papers or abstracts for journals and conferences Serves on University, School, or Department committee	*Fulfills three or more of the following, or other benchmarks as defined with Dept chair:* Serves on Board or chairs committee of state/ national/international association Serves on program and conference committees Engages in one or more activities focusing on advancing DEI either within a department, the school, university, professional society, or the community Serves in significant roles of the department, School, and University Serves on review board/panel for federal or foundation organizations Supports efforts within the school to promote recruiting and retention of a diverse community (students, faculty, or staff) Performs outreach to under-represented organizations for student recruiting	*Fulfills criteria for "Meets Expectations," and one or more of following, or other benchmarks as defined with Dept chair:* Serves on editorial board for scholarly national journal (e.g. Associate Editor) Chairs a committee or subcommittee focused on advancing DEI either within a department, the school, university, professional society, or the local community Serves in a structured mentoring program for DEI or advises a student group that promotes DEI Serves on external review teams (e.g., ABET)	*Fulfills criteria for "Exceeds Expectations" and one or more of the following, or other benchmarks as defined with Dept chair:* Serves as elected officer of a major national or international professional organization Serves as an Editor in Chief Wins an award or other recognition for service related to DEI at the school, university, professional society, local community level

The above guide provides example activities that represent the level of activity – it is NOT an exclusive list.