

ANNUAL EVALUATION OF TERM FACULTY 2022-2023

Submit a copy of the completed form to the Dean of the Faculty via the electronic submission process by Monday, June 26, 2023.

This is an evaluation to provide timely, formative feedback by the department based on the criteria in the Faculty Handbook. This feedback is meant to support and guide the faculty member toward continued professional development. The sections on teaching and professional identity must be completed; the other sections on scholarship and creative work and service are recommended if a colleague is preparing to apply for a tenure-track position at CSB/SJU or any position at another institution. Advising should be omitted if those activities are not part of the faculty member's job duties. Note: Please refer to the [Faculty Handbook](#) for the evaluation criteria.

At a minimum, term faculty (faculty teaching 4/6th or higher) should be evaluated at the end of every year for their first three years and then every three years thereafter. However, term faculty can be evaluated on a yearly basis if that is determined to be in the best interest of the faculty member or department.

The faculty member is evaluated using the following categories, defined below:

1. Immediate improvement needed: significant changes must occur to meet this element of the Handbook criteria
2. Progressing (Progression) towards these expectations: satisfactory but there are some steps that can be taken to better meet this element of the Handbook criteria
3. Meeting expectations: Meeting the expectations of this element of the Handbook criteria
4. Not applicable (N/A): the faculty member was not responsible for this skill/activity/expectation this academic year

Preparation for the Evaluation:

- The department chair should observe the term faculty member at least once a year.
- The department chair should review the term faculty member's student course surveys in the year that an evaluation is taking place. Once the faculty member has had a chance to review the surveys and is ready to discuss them, there should be a conversation between the chair and the faculty member.

Preparation for the Evaluation Meeting:

- Prior to the Meeting the faculty member should provide the chair with the following information:
 - A CV highlighting material completed since the last annual evaluation (this could be a full CV with relevant material highlighted, or an abbreviated CV only listing material to consider during the current annual review).
 - A list of the courses taught during the current academic year
 - Optional: A brief description of the impact major life events (such as the pandemic) on the faculty member's work during the current year. Faculty members are not required to include this information but are encouraged to do so if it would provide important context/information for the department chair to have during the evaluation.

- The chair will schedule a Meeting with the faculty member to discuss the materials submitted, the current student opinion surveys, and the annual evaluation. After the Meeting, both the chair and the faculty member will acknowledge that they have met to discuss the evaluation and then the annual evaluation will be submitted electronically via SharePoint.

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Faculty member being evaluated	
Department	
Department Chair	
Years of Service	

Teaching: See *Faculty Handbook 2.5.1*

The department chair has reviewed the faculty member's student course surveys from:

Fall Spring

The department chair has had a discussion with the faculty member about the student course surveys from: Fall Spring

In addition, which of the following were used to make this teaching evaluation?

- Direct observation by department chair Review of syllabi and/or materials
 Reports of direct observations by other faculty Other:
 Faculty member's responses to student course surveys

Based on the *Handbook* criteria, comment on the following aspects of the faculty member's teaching during the current year of service

1. The faculty member has a command of their field and its ongoing development as related to curricular needs
 - a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A
2. The faculty member is able to identify course-appropriate student learning goals.
 - a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A
3. The faculty member is appropriately incorporating the learning goals
 - for the institution:
 - a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A
 - for the department:
 - b. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A
 - for the general education curriculum:
 - a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A
4. The faculty member integrates effective and inclusive pedagogies, practices, and course materials to promote student learning
 - a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A

5. The faculty member makes frequent use of student feedback to improve goals, pedagogies and materials
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
6. The faculty member integrates college, university, and departmental goals and values into course goals and methods, as appropriate
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
7. The faculty member is able to help students relate their discipline to other areas of knowledge and to the liberal arts tradition.
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
8. The faculty member effectively communicates with students.
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
9. The faculty member is able to provoke and broaden student interest in subject matter.
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
10. The faculty member has redesigned or developed new/existing courses appropriate to the Academic Commitments to the mission and goals of the college, university, department and general education curriculum
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
11. The faculty member has an ongoing pattern to improve teaching effectiveness.
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
12. Based on Faculty Handbook criteria, evaluate the faculty member's overall teaching effectiveness during the current academic year
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
13. Strengths in the faculty member's teaching effectiveness (mention here exceptional achievements and contributions):
14. Formative recommendations for teaching improvement:

Professional Identity: See *Faculty Handbook 2.5.5*

Based on the Handbook criteria, the faculty member's professional identity during the current academic year as it relates to:

1. love of learning and the free interchange of ideas:

a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A

2. personal integrity:

a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A

3. personal and social maturity

a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A

4. respect for colleagues, students, and other members of the college and the university communities

a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A

6. The faculty member's support of the missions suggests:

a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A

7. Strengths of this faculty member's professional identity:

8. Formative recommendations for the faculty member's professional identity:

NOTE to Chair: Complete this section if appropriate

Scholarship and Creative Work: See *Faculty Handbook 2.5.2*

Which of the following were used to make this scholarship and creative work evaluation?

- publications subject to peer review
- slides, recordings, or portfolios of artistic works or performance
- other relevant publications
- presentations of scholarly and/or creative work at professional Meetings
- on-campus presentations of scholarship and/or creative work
- evaluation by department chair or program director
- evaluative statements by professional peers
- award of grants, patents, prizes, or commendations
- other

1. Scholarship and creative work that was peer-reviewed (this includes public presentations or writings) that occurred this academic year:
2. Based on Faculty Handbook criteria, evaluate the faculty member's scholarship and creative work during the current academic year
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
3. Strengths in the faculty member's scholarship and creative work (mention here exceptional achievements and contributions):
4. Formative recommendations for improving scholarship and creative work practices:

NOTE to Chair: Complete this section if appropriate

Service: See *Faculty Handbook 2.5.4*

Based on the Faculty Handbook criteria, the faculty member's service during the current academic year as it relates to the

1. department suggests:
 - a. Immediate improvement needed
 - b. Progression
 - c. Meeting expectations
 - d. N/A
2. institutions suggests:
 - a. Immediate improvement needed
 - b. Progression
 - c. Meeting expectations
 - d. N/A
3. students suggests:
 - a. Immediate improvement needed
 - b. Progression
 - c. Meeting expectations
 - d. N/A
4. profession suggests
 - a. Immediate improvement needed
 - b. Progression
 - c. Meeting expectations
 - d. N/A
5. faculty member's professional service to the community suggests
 - a. Immediate improvement needed
 - b. Progression
 - c. Meeting expectations
 - d. N/A
5. Other public service suggests
 - a. Immediate improvement needed
 - b. Progression
 - c. Meeting expectations
 - d. N/A
6. Based on the Faculty Handbook criteria, evaluate this faculty member's overall service during the current academic year
 - a. Immediate improvement needed
 - b. Progressing
 - c. Meeting expectations
 - d. N/A
7. Strengths of the faculty member's service (mention here exceptional achievements and contributions):
8. Formative recommendations for the faculty member's service:

NOTE to Chair: Complete this section if appropriate

Advising: See *Faculty Handbook 2.5.3*

Which of the following were used to make this advising evaluation?

- faculty member's self-evaluation student feedback evaluation by colleagues
 other

1. Is the faculty member required to have advisees at this time?
a. Yes b. no
2. If yes, approximately how many advisees is he/she assigned?
a. # _____
3. If yes, does the faculty member provide an area of advising focus for the department?
a. Yes b. no c. N/A
4. Has the faculty member contributed to group advising events?
a. Yes b. no c. N/A
5. Has the faculty member participated in workshops and training sessions designed to improve advising skills?
a. Yes b. no c. N/A

Does the faculty member advise students concerning the following goals?

6. Exploration of life goals
i. Yes b. no c. N/A
7. Development of an educational plan consistent with the accomplishment of education objectives appropriate to life and career goals
i. Yes b. no c. N/A
8. Selection of a major/minor
i. Yes b. no c. N/A
9. Selection and scheduling of classes, internship experiences, independent study, and course work abroad
i. Yes b. no c. N/A
10. Identification of other college [university] services appropriate to a student's needs and goals
i. Yes b. no c. N/A
11. Reflective progress in an education plan toward identified life goals
i. Yes b. no c. N/A
12. Identification and reflection upon their role as a member of an antiracist, multicultural, and inclusive community
i. Yes b. no c. N/A

13. Based on the Faculty Handbook criteria, evaluate this faculty member's overall advising during the current academic year

- a. Immediate improvement needed b. Progressing c. Meeting expectations d. N/A

14. Strengths of the faculty member's advising (mention here exceptional achievements and contributions):

15. Formative recommendations for the faculty member's advising:

Additional comments:

Department chair signature and date:

I have read the above evaluation and I understand that I may respond to it in writing to the Dean of Faculty, within 30 days.

Faculty signature and date:

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