

ANNUAL EVALUATION OF PROBATIONARY FACULTY 2020-2021: POST-THIRD YEAR REVIEW

Submit a copy of the completed form to the Dean of the Faculty via the electronic submission process by Monday, June 28, 2021.

This is an evaluation to provide timely, formative feedback by the department in the areas of teaching effectiveness, scholarship and creative work, service, advising, and professional identity. This feedback is meant to support and guide the probationary faculty member toward successful promotion and/or tenure. All sections must be completed. Note: Please refer to the [Faculty Handbook](#) for the evaluation criteria.

The probationary 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:

- Members of the department should attempt to observe the probationary faculty member once a year (ideally not compressing the observations to the final few weeks of the year!)
- The department chair should attempt to observe the probationary faculty member at least once a semester.
- The department chair should review the probationary faculty member's student course surveys after the completion of each semester. 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. Student course surveys are only seen by the department as part of the third-year review and the tenure/promotion file.

Preparation for the Departmental Evaluation Meeting:

- **Prior to the department's annual evaluation meeting:** the probationary faculty member should provide the department 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 2020-2021 annual review). Based on the required elements of the Handbook, it may be helpful to include ongoing and completed scholarly and creative work, service, and advising both ongoing and completed during the 2020-2021 academic year.
 - A list of the courses taught during the 2020-2021 academic year
 - The faculty member's most recent PPD
 - A copy of the faculty member's third year review letter from Rank and Tenure
- To align with section 2.6.5.2.1 of the Handbook, all tenured, tenure-track, and full-time term faculty should be invited to the annual evaluation meeting and should receive materials submitted by the faculty member for discussion at the annual evaluation meeting.

- After the departmental meeting, the chair will finalize the evaluation form and then provide the faculty member with a copy of the evaluation.
- The chair will schedule a meeting with the faculty member to discuss the 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. The submission process is still under development, but you should be able to upload a pdf of the evaluation if you complete it before the electronic submission form is launched. The evaluation is due by Monday, June 28, 2021.

ANNUAL EVALUATION OF PROBATIONARY FACULTY 2020-2021: POST THIRD-YEAR REVIEW

Faculty member being evaluated	
Department	
Department Chair	
Colleagues contributing to the evaluation:	
Year towards tenure	<input type="checkbox"/> four <input type="checkbox"/> five <input type="checkbox"/> other
<input type="checkbox"/> We have reviewed the faculty member's updated Program of Professional Development (attached)	

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 year of service (2020-2021)

1. The faculty member has a command of one's 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 pedagogies 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 one's 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 2020-2021 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:

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. **School of Theology Candidates Only (per section 2.5.2.1):** The level of professional society activity suggests
 - a. Immediate improvement needed
 - b. Progressing
 - c. meeting expectations
 - d. N/A
3. Based on Faculty Handbook criteria, evaluate the faculty member's scholarship and creative work during the 2020-2021 academic year
 - a. Immediate improvement needed
 - b. Progressing
 - c. meeting expectations
4. Strengths in the faculty member's scholarship and creative work (mention here exceptional achievements and contributions):

5. Formative recommendations for improving scholarship and creative work practices:

Service: See *Faculty Handbook 2.5.4*

Based on the Faculty Handbook criteria, the faculty member's service during the 2020-2021 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
6. Other public service suggests
 - a. Immediate improvement needed
 - b. Progression
 - c. meeting expectations
 - d. N/A
7. Based on the Faculty Handbook criteria, evaluate this faculty member's overall service during the 2020-2021 academic year
 - a. Immediate improvement needed
 - b. Progressing
 - c. meeting expectations
 - d. N/A
8. Strengths of the faculty member's service (mention here exceptional achievements and contributions):
9. Formative recommendations for the faculty member's service:

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
 directly observed the candidate's advising evaluations by alumnae and alumni other

1. Is the faculty member required to have advisees at this time?
a. Yes b. no
2. If yes, approximately how many advises 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. Based on the Faculty Handbook criteria, evaluate this faculty member's overall advising during the 2020-2021 academic year
a. Immediate improvement needed b. Progressing c. meeting expectations d. N/A

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

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

Professional Identity: See *Faculty Handbook 2.5.5*

Which of the following were used to evaluate the faculty member's professional identity:

- the faculty member's most recent Program of Professional Development
- other

Based on the Handbook criteria, the faculty member's professional identity during the 2020-2021 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
5. The faculty member's professional plan of development suggests:
 - 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:

Third-Year Review Letter

In the Rank and Tenure Committee's third-year review letter, the committee identified:

- formative recommendations (specify):
- tenure-specific recommendations (specify):
- no recommendations were made (Skip the remaining items in this section).

Based on the recommendations listed above, please identify progress toward the recommendation(s) that the department has noted as well as formative suggestions to help the faculty member meet the recommendations.

1. Observed progress toward the Rank and Tenure Committee's recommendations:

2. Formative suggestions to help the faculty member meet the recommendations:

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 the Faculty, within 30 days.

Faculty signature and date:

?