

Faculty Self-Evaluation for Tenure-Track or Tenured Faculty

Name: _____ Date: _____

Department/Program in which the faculty member holds appointment: _____

As specified in the *Faculty Handbook* (Chapter 6.2.1), a self-evaluation is to be completed annually, with this form serving as a guide. The completed self-evaluation is submitted to the CAO no later than June 15, and may be used in all evaluation procedures for purposes of review, tenure and/or promotion.

Your ratings for each topic listed below should be supported by evidence outlined in an attached narrative and any relevant documentation. Topics included under each area below are for example purposes only. Ultimately, it is up to the candidate to decide and justify where topics and evidence appear in their narrative. For example, while “Grant involvement” is listed under Professional Development, it could appear under other areas, depending on the nature of the grant work.

Although Teaching Effectiveness, Scholarship, Professional Development, and Service are listed formally, please feel free to address and support with evidence any additional topics which you believe are pertinent to your evaluation. However, it should be noted that “Upper Iowa University is primarily a teaching institution. While scholarship and professional development and service are expectations of employment, teaching effectiveness is the principal criterion by which faculty are evaluated” (Chapter 6.2.1.1.1.1.1). See the Faculty Summative Evaluation Form for Tenure-track or Tenured Faculty for a complete list of criteria.

For faculty considering promotion to Associate Professor or Professor, or maintaining the expectations at their respective level of promotion: your narrative and materials submitted should address and support with evidence any of your efforts over the past year that you feel rise to the level of demonstrating outstanding leadership.

TEACHING EFFECTIVENESS

I would describe my performance in this area as: _____.

(EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, NEEDS IMPROVEMENT, or UNSATISFACTORY)

Your narrative for Teaching Effectiveness might address topics such as:

- Instructional duties, such as courses taught in the last academic year
- Content expertise
- Instructional delivery skills
- Instructional design skills
- Course management
- Other

GOALS (after reflecting on teacher effectiveness for the current academic year, include personal goals for next academic year in this area)

SCHOLARSHIP

I would describe my performance in this area as: _____.

(EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, NEEDS IMPROVEMENT, or UNSATISFACTORY)

Your narrative for Scholarship should highlight accomplishments in at least one of the four categories of scholarship as described by Boyer. These include the scholarship of discovery (traditionally thought of as “research”), integration (making connections across the disciplines), application (application of knowledge to consequential problems), or teaching (application of knowledge to student learning), and might address topics such as:

- Peer-reviewed journal publication
- Presentations of scholarly work (Making a presentation at a local, state, regional, national, or international conference, where one’s name appears on the program as a presenter)
- Mentoring of student research in any of the scholarship areas
- Books or book chapters, as author or editor
- Exhibition or publication of artistic work
- Reviews/referee reports done by request
- Engages in formal or informal educational research to improve student learning
- Other

GOALS (after reflecting on scholarship for the current academic year, include personal goals for next academic year in this area)

PROFESSIONAL DEVELOPMENT

I would describe my performance in this area as: _____.

(EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, NEEDS IMPROVEMENT, or UNSATISFACTORY)

Your narrative for Professional Development might address topics such as:

- Grant involvement
- Professional practice or certification(s)
- Invited workshop participant (participation in invited workshops that contribute to keeping current with requirements, knowledge, or trends; improved student learning, or contribute to program development or curriculum revision)
- Active conference participant (Attendance at local, state, regional, national, or international conferences that contribute to keeping current with requirements, knowledge, or trends; improved student learning, or contribute to program development or curriculum revision)
- Active webinar participant (Attendance webinars that contribute to keeping current with requirements, knowledge, or trends; improved student learning, or contribute to program development or curriculum revision)
- Other

GOALS (after reflecting on scholarship and professional development for the current academic year, include personal goals for next academic year in this area)

SERVICE TO THE UNIVERSITY AND COMMUNITY

I would describe my performance in the area of University Service as: _____.

(EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, NEEDS IMPROVEMENT, or UNSATISFACTORY)

Service to the university may include departmental, programmatic, or general university service; as such, your narrative for University Service might address topics such as:

- Actively engaged in department and/or program service
- Participates effectively in the recruitment and retention of students
- Participates effectively in OAR days, visit days, open houses, graduate fairs, career fairs, as appropriate per faculty location
- Actively participates in department and faculty meetings and committees
- Engages in program assessment
- Serves as an effective academic advisor (see Rubric for Advising)/mentor
- Actively engaged in University service
- Serves effectively on University committees or task forces
- Serves effectively as an advisor for student organizations or initiatives
- Representing the University to external stakeholders (e.g., serving on an advisory committee for a program at a community college)
- Attends University functions
- Other

I would describe my performance in the area of Community Service as: _____.

(EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, NEEDS IMPROVEMENT, or UNSATISFACTORY)

Service to the community may include geographic, professional, or other communities; as such, your narrative for Community Service might address topics such as:

- Chairing or serving on a community or organization board
- Outreach instruction for area school districts
- Participation in an organized volunteer relief effort (e.g., Red Cross, Habitat for Humanity)
- Serving on advisory committees to external entities
- Active participation in a professional board or committee
- Serving in a leadership position for a professional organization
- Engages in community service that is pertinent to academic expertise
- Other

GOALS (after reflecting on service for the current academic year, include personal goals for next academic year in this area)