



FACULTY SUMMARY EVALUATION FOR REVIEW, TENURE, AND/OR PROMOTION

Summary Evaluation in the Third-Year Review Process

As stated in the *Faculty Handbook* ([Chapter 6.2.3.4.3](#)), a faculty member eligible for third-year review shall include, as part of their portfolio for review, a summary evaluation of the faculty member's performance and achievements in the areas of teaching effectiveness, scholarship, professional development, and service, from the issuance of a tenure-line appointment, including temporal credit towards tenure completed at UIU.

Summary Evaluation in the Tenure and/or Promotion Process

As stated in the *Faculty Handbook* ([Chapter 7.4.1](#)), a faculty member applying for tenure, promotion or both shall include, as part of their application portfolio for review, a summary evaluation of the faculty member's performance and achievements in the areas of teaching effectiveness, scholarship, professional development, and service, from the issuance of a tenure-line appointment, including temporal credit towards tenure completed at UIU, or from the last successful summary evaluation to date.

Summary Evaluation in the Fifth-Year Review Process

Applicable prior self-evaluations are to be used to complete a summary evaluation with this form serving as a guide.

Each topic listed below should be supported with a narrative and any relevant documentation. Although Teaching Effectiveness, Scholarship, Professional Development, and Service are listed formally, please feel free to address and support any additional topics which you believe are pertinent to your evaluation.

For promotion only: As part of the summary evaluation requirements noted above, your narrative and materials submitted should address and support with evidence that you have demonstrated outstanding leadership in at least *one* of the four areas (Teaching, Scholarship, Professional Development, or Service) for promotion to Associate Professor, or in at least *two* of the areas for promotion to Professor, in the course of the temporal requirement for the respective level of promotion.

TEACHING EFFECTIVENESS

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

SCHOLARSHIP

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

PROFESSIONAL DEVELOPMENT

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

SERVICE TO THE UNIVERSITY AND COMMUNITY

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, and 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

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