

Faculty Summative Evaluation Form for Tenure-Track or Tenured Faculty

Name:

Department/Program:

Department:

Teaching Year at UIU:

Total Years Teaching Experience in Higher Ed:

Status: ☐ Non-tenure Track ☐ Tenure-track ☐ Tenured If tenured, how many years?

Next Evaluation Due Date:

Directions: The evaluator uses the faculty member's self-evaluation (due June 15th) and Peer Review of Faculty form (completed throughout the academic year) to complete this summative evaluation form (due October 1st; except for the year going up for tenure only or tenure and promotion, then it is due September 15th). See *Faculty Handbook* section Faculty Evaluation for more information.

Using the evaluative ratings described below, rate the faculty member on each of the evaluative criteria. Evaluator comments should include justifications for the ratings.

Exceeds Expectations – faculty member consistently exceeds the institution's standards of professional performance

Meets Expectations – faculty member consistently meets the institution's standards of professional performance

Needs Improvement – faculty member is deficient in an area, but evidence suggests that satisfactory performance is possible with appropriate professional development and/or coaching

Unsatisfactory – a written remediation plan will need to be developed

List courses faculty member has taught during the recent academic year. **Put a check next to any course observed by the evaluator.**

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Does this faculty member have release time for administrative duties? ☐ Yes ☐ No Amount? Select from the following:

Check the materials used to complete this summative evaluation.

- ☐ Faculty Annual Self-Evaluation
- ☐ Peer review of teaching by the CAO or designee guided by the Supervisor/Peer Review of Faculty form
- ☐ Peer review of teaching completed by other faculty members guided by the Supervisor/Peer Review of Faculty form
- ☐ Student Opinion of Instructor and Course surveys
- ☐ Course Syllabi
- ☐ Course Materials (handouts, lecture notes, exams, lesson plans, etc.)
- ☐ LMS Material
- ☐ Other:

Teaching Effectiveness

CONTENT EXPERTISE: Select from the following:

- Demonstrates command of subject matter
- Exhibits knowledge about recent trends, findings or principles within discipline
- Uses relevant examples or demonstrations
- Links content to other areas within the field of expertise, to other fields or workplace environments
- Possesses appropriate licensure or certifications when applicable
- Other:

Evaluator Comments:

Faculty Comments:

INSTRUCTIONAL DELIVERY SKILLS: Select from the following:

- Demonstrates interest and enthusiasm in the subject and the student learning process
- Demonstrates effective communication skills: writing, speaking and listening
- Elicits student participation
- Provides feedback pertaining to assignments and tests in a timely fashion
- Other:

Evaluator Comments:

Faculty Comments:

INSTRUCTIONAL DESIGN SKILLS: Select from the following:

- Implements clear and accurate course syllabi, assignments, and handouts
- Implements effective instructional strategies based on course content and discipline
- Incorporates appropriate technology
- Utilizes research and trends in pedagogy to improve student learning
- Assesses student learning and uses the results to implement teaching strategies that improve student learning
- Other:

Evaluator Comments:

Faculty Comments:

COURSE MANAGEMENT: Select from the following:

- Actively engaged in course management
- Processes course-related forms such as grade records, incomplete grade forms, finals grades, etc. in a timely fashion
- Effectively utilizes the LMS
- Completes general education rubrics when applicable
- Adheres to instructional time guidelines (Credit Hours Policy)
- Adheres to current syllabus template requirements
- Other:

Evaluator Comments:

Faculty Comments:

Scholarship

SCHOLARSHIP: Select from the following:

Scholarship should fall into at least one of the four categories 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). Scholarship may be demonstrated in many ways, including but not limited to:

- 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:

Evaluator Comments:
Faculty Comments:

Professional Development

PROFESSIONAL DEVELOPMENT: Select from the following: Professional development may be demonstrated in many ways, including but not limited to: ▪ 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 at webinars that contribute to keeping current with requirements, knowledge, or trends; improved student learning, or contribute to program development or curriculum revision) ▪ Other:
Evaluator Comments:
Faculty Comments:

Service to the University and Community

UNIVERSITY SERVICE: Select from the following: Service to the University may include departmental, programmatic, school, or general university service, and may be demonstrated in a number of ways, including but not limited to: ▪ 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:
Evaluator Comments:
Faculty Comments:

COMMUNITY SERVICE: Select from the following: Service to the community may include geographic, professional, or other communities and may be demonstrated in a number of ways, including but not limited to: ▪ 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:
Evaluator Comments:
Faculty Comments:

For faculty considering promotion to Associate Professor or Professor, or maintaining the expectations at their respective level of promotion: have you addressed and supported with evidence any efforts over the past year that you feel rise to the level of demonstrating outstanding leadership?
Evaluator Comments:
Faculty Comments:

Upon completion of the above evaluation, the CAO or the CAO and designee should meet with the faculty member to discuss the evaluation.

Strengths Evaluator Comments:
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Faculty Comments:
Area(s) of Concern Evaluator Comments: Faculty Comments:
Recommendations and/or Plan for Improvement Evaluator Comments: Faculty Comments:
Specific Goals and Timelines Evaluator Comments: Faculty Comments:

Faculty and CAO Joint Meeting Comments:

Evaluator Comments:

Recommended Reappointment: ☐ Yes ☐ No ☐ Not Applicable

_____ Evaluator Signature	_____ Date
_____ CAO Signature, if not evaluator	_____ Date
_____ Faculty Member Signature	_____ Date

Faculty Comments