**Annual Evaluation of Probationary Faculty**

**Note to reviewer: Please refer to the *Faculty Handbook* criteria for evaluation**

(http://www.csbsju.edu/academic-affairs/faculty-resources/faculty-handbook)

**Submit a copy of the completed and signed evaluation form to the Dean of the Faculty by Monday, June 29.**

This is an evaluation to provide formative feedback by the *department* in the areas of teaching, advising, scholarship, service, and professional identity. This feedback is meant to support and guide the faculty towards successful promotion and/or tenure. All sections must be completed.

There are three levels at which the colleague is evaluated. The definitions are highlighted below:

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

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|  **Department** |  |
| **Faculty member being evaluated** |  |
| **Colleagues contributing to the evaluation:** |  |
| **Year towards tenure** |  **1 2 3 4 5 6 (if stopped the clock)**  |

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| **Teaching: See *Faculty Handbook* 2.5.1**I have reviewed the faculty member’s student course surveys from [ ] Fall [ ] SpringIn 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 |
| Given the year of service of this faculty member and based on the *Handbook* criteria, comment on the faculty member’s teaching:1. The colleague has a command of one’s field and its ongoing development as related to curricular needs
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
2. The colleague is able to identify course-appropriate student learning goals.
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
3. The colleague is appropriately incorporating the learning goals

 for the institution:* 1. Immediate improvement needed b. Progressing c. meeting expectations iv. N/A

for the department:1. Immediate improvement needed b. Progressing c. meeting expectations iv. N/A

for the common curriculum:1. Immediate improvement needed b. Progressing c. meeting expectations iv. N/A
2. The colleague is using student feedback to improve goals, pedagogies and materials
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
3. The colleague is able to help students relate one’s discipline to other areas of knowledge and to the liberal arts tradition.
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
4. The colleague effectively communicates with students.
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
5. The colleague is able to provoke and broaden student interest in subject matter.
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
6. The colleague has redesigned or developed new/existing courses appropriate to the Academic Commitments to the mission and goals of the college, university, department and common curriculum
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
7. The colleague has an ongoing pattern to improve teaching effectiveness.
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A

Strengths in this colleagues teaching effectiveness (mention here exceptional achievements and contributions): Formative recommendations for teaching improvement: |

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| **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. Given the year of service of this faculty member and based on Faculty Handbook criteria, identify the status of the faculty member’s scholarship/creative work
	1. Immediate improvement needed b. Progressing c. meeting expectations
2. Scholarship/creative work that was peer-reviewed (this includes public presentations or writings) that occurred this academic year:

Strengths in this colleague’s scholarship (mention here exceptional achievements and contributions):Formative recommendations for improving scholarly practices: |

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| **Service: See *Faculty Handbook* 2.5.4** |
| Given the year of service of this faculty member and supported by the Faculty Handbook criteria, the faculty member’s service as it relates to1. his/her department suggests:
	1. Immediate improvement needed b. Progression c. meeting expectations d. N/A
2. the institutions suggests
	1. Immediate improvement needed b. Progression c. meeting expectations d. N/A
3. the community has/is
	1. Immediate improvement needed b. Progression c. meeting expectations d. N/A
4. the faculty member’s academic or professional expertise suggests
	1. Immediate improvement needed b. Progression c. meeting expectations d. N/A

Strengths of the faculty member’s service (mention here exceptional achievements and contributions):Formative recommendations for the faculty member’s service:  |

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| **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. Given the year of service of this faculty member and supported by the Faculty Handbook criteria, this faculty member’s advising has/is
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
2. Is the faculty member required to have advisees at this time?
	1. Yes b. no
3. If yes, approximately how many advises is he/she assigned?
	1. #
4. If yes, does the faculty member provide an area of advising focus for the department?
	1. Yes b. no
5. Has the faculty member contributed to group advising events?
	1. Yes b. no c. N/A
6. Has the faculty member participated in workshops and training sessions designed to improve advising skills?
	1. Yes b. no c. N/A
7. Does the faculty member have an appropriate *advising strategy* when working with advisees? (i.e. explore life goals? Develop educational plans? Help with course selection? etc..)
	1. Yes b. no

Strengths of the faculty member’s advising (mention here exceptional achievements and contributions): Formative recommendations for the faculty member’s advising: |

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| **Professional Identity: See *Faculty Handbook* 2.5.5** |
|  Given the year of service of this faculty member and based on Handbook criteria, the faculty member’s professional identity as it relates to1. His/her personal qualities suggests:
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
2. His/her professional plan of development suggests:
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A
3. His/her dedication to the mission suggests:
	1. Immediate improvement needed b. Progressing c. meeting expectations d. N/A

Strengths of this faculty member’s professional identity: Formative recommendations for the faculty member’s professional identity: |
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**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:**

