

Annual Faculty Evaluation Summary Form

(Items in red are not part of the form; they are evidentiary sources associated with an evaluation area.
Evidentiary sources for annual evaluations should align with evidentiary sources for Promotion & Tenure)

Faculty Name

Evaluation Period

I. Teaching Effectiveness

- Rating: ☐ Does not meet expectations (1)
☐ Needs improvement (2)
☐ Meets expectations (3)
☐ Exceeds expectations (4)
☐ Exhibits exemplary expectations (5)

Evidence from faculty evaluation by students (Mandatory)

Assessment of student perception
Evidence of effective student learning
Use of continuous improvement methodologies
Peer or mentor assessment of pedagogy
Evaluation of curricular design
Quality of assessment and course construction
Use of established learning methodologies
New course development
Significant updating or revision to existing course(s)
Noteworthy application of technology to course(s)
Program and/or curriculum development
Direction of individual student research or internship
Participation in collaborative instruction
Participation in cross-disciplinary program
Program implementation in K-12 schools
Teaching of core or introductory courses
Coordinator of large core class sections
Design and/or implementation of community engagement course or
academic community engagement activity

Special recognition for teaching accomplishments
Other activities identified by the lowest academic unit that establishes
Promotion and Tenure criteria

Examples of Student Success Overlay Teaching Activities**

Include syllabus graded activities demonstrating active learning from students (rather than quizzes/exams)
Demonstrate clear articulation of course activities with learning outcomes
Demonstrate regular and appropriate assessments that align with the learning outcomes
Redesign course(s) to improve learning outcomes and eliminate opportunity gaps
Support persistence of students from diverse and historically underrepresented backgrounds
Adapt course contents to establish sense of belonging that recognizes the students' identities and aspirations
Demonstrate a consistent pattern of willingness to meet outside of regular working hours to accommodate students
High Impact Practices in the course such as experiential learning
Increase the number of quality online courses to improve access to graduate education or job placement
Tutoring
Additional course content reviews
Participation in the experience and/or activities of Honors Program students
Study abroad programs
Partner with international institutions or organizations
Project-based/active learning activities
Teaching evaluation by student items
Any (independent) study/courses which fall outside of the faculty workload
Reduce barriers to opportunities with historically lower participation rates
Activities that develop leadership, entrepreneurial attitudes and skills, and digital and technical/analytical abilities to prepare students for technology and automation readiness
Other activities identified by the lowest academic unit that establishes Promotion and Tenure criteria

Comments and Recommendations (including comments and recommendations on faculty Member's goals and plans for next year):

II. Service to the Institution and Larger Community

- Rating: ☐ Does not meet expectations (1)
☐ Needs improvement (2)
☐ Meets expectations (3)
☐ Exceeds expectations (4)
☐ Exhibits exemplary expectations (5)

Committee service

Evidence that the faculty member links his/her/their work in some way to public contemporary issues and/or to improving the quality of life

Evidence that the faculty member, either through scholarly work and/or service, applies knowledge toward solutions to complex societal problems and human needs

Evidence that the faculty member contributes to the continuous improvement of public higher education

Evidence that the faculty member contributes in some way to the public good

Service as a mentor to full-time and/or part-time faculty

Mentoring of students

Development of advisement and mentoring materials

Support to student organizations and/or campus activities

Management of academic unit-, school-, college-, or university-wide budgets

Coordination of academic unit-, school-, college-, or university-wide programs

Contributions to system or regional accreditation programs

Other administrative duties

Contributions to the improvement of campus life

Contributions to the improvement of community life related to one's discipline

Participation in community activities and organizations which enhance CSU's image

Direct participation in K-12 school activities

Other activities identified by the lowest academic unit that establishes

Promotion and Tenure criteria

Examples of Student Success Overlay Service Activities**

Support persistence of students from diverse and historically underrepresented backgrounds

Mentoring activities engaging students outside of the classroom

Professional career advisement

Collaboration with Professional advisors

Placement for career purposes

Placement for internships and/or practicum

Writing letters of recommendation that impact students' advancement

Participation in the experience and/or activities of Honors Program students
Study abroad programs
Partner with international institutions or organizations
Participate in developing new programs
Improve existing programs that impact student success outcomes
Professional field trip
Presentation to the community with students
Event management (fundraising, community, enrollment efforts) with/for students
Direction of students in thesis, practicum/internship courses, labs (1 contact hour extra), research and service learning
Support to student organization
Collaboration with student affairs and services' activities demonstrating the value of the students' college experience
Participation of alumni engagement in student mentorship and career development
K-12 activities
Other activities identified by the lowest academic unit that establishes Promotion and Tenure criteria

Comments and Recommendations (including comments and recommendations on faculty member's goals and plans for next year):

III. Scholarly/Creative Activities and Professional Development

Rating: ☐ Does not meet expectations (1)
☐ Needs improvement (2)
☐ Meets expectations (3)
☐ Exceeds expectations (4)
☐ Exhibits exemplary expectations (5)

Publications
Artistic performances or creations as appropriate to the discipline
Development of new grant proposals, contracts, or fellowship applications
Receipt of new grants, fellowships, or contracts
Research with undergraduate or graduate students
Research activities
Professional peer-reviewing activities for journals and/or conferences
Development of professional applications of technology
Honors and awards for research, scholarship, or other creative activities

Professional Membership
 Service in professional societies
 Consulting or other applications of professional expertise
 Professional licenses, certifications, or other (continuing education) credentials/credits
 Participation in professional development training related to teaching effectiveness
 Participation in professional development training related to one's discipline, scholarship and/or creative activities.
 Letter of recommendation from a mentor
 Other activities identified by the lowest academic unit that establishes Promotion and Tenure criteria

Examples of Student Success Overlay Scholarship/Professional Development Activities**

Research and creative activities with students
 Presentation to professional organizations with students
 Publications with students
 Grant or contract development with and/or for students
 Grant or contract execution with and/or for students
 Other activities identified by the lowest academic unit that establishes Promotion and Tenure criteria

Comments and Recommendations (including comments and recommendations on faculty member's goals and plans for next year):

SUMMARY OF EVALUTION

Area of Evaluation	Numeric Likert Rating	Weight Factor*	Weighted Score
Teaching Effectiveness			
Service to the Institution and Larger Community			
Scholarly/Creative Activities and Professional Development			
Overall Evaluation Score			/ 5

* Every academic unit must specify the allowable weight factor ranges for the annual evaluation categories. Academic unit weight factor ranges must be circulated among the academic unit faculty and posted publicly (Faculty Handbook, Section 202.02.1).

Has demonstrated outstanding involvement in student success activities?**

Yes ☐

No ☐

****To satisfy the overlay requirement for student success activities, each faculty member must provide evidence of outstanding involvement in student success activities appropriate to their rank and position within their academic unit. The expected depth and breadth of outstanding involvement will be defined within the promotion and tenure guidelines adopted by each academic unit and approved by its dean. While an annual evaluation area score is not calculated for this student success overlay, the faculty member must annually demonstrate outstanding involvement in student success activities of the kind listed above and further defined by their unit for faculty of their rank and position.**

IV. Degree/Credential

Has completed appropriate degree/credential.

Yes ☐ No ☐ Degree/credential completed _____

If No, is making satisfactory progress toward degree/credential Yes ☐ No ☐

Comments and Recommendations:

Academic Unit Head Signature

Date

Dean Signature

Date _____

Faculty Member Comments:

Faculty Signature _____

Date _____