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| --- | --- | --- | --- |
| **Name:** |   | **School:** |   |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date:** |   | **Period:** | May 15th, |   | through May 14th, |   |

**Faculty Rank:**

|  |  |  |  |
| --- | --- | --- | --- |
| [ ]  Instructor | [ ]  Assistant Professor | [ ]  Associate Professor | [ ]  Full Professor |

**Faculty Position Type:**

|  |  |  |
| --- | --- | --- |
| [ ]  Probationary | [ ]  Tenured | [ ]  Term |

**Directions:**

This report shall be concise, brief, with a suggested length of five (5) pages and must be organized into four (4) categories (teaching, professional development/scholarship, service, and release time and non-load bearing supplemental/special assignments). For term faculty, only complete those categories applicable depending on the job description. If a category is not applicable, answer with N/A.

# Teaching

## Briefly list the courses (including the number of sections and labs) taught during the evaluation period. Summarize any teaching related activities beyond the assigned courses.

## Summarize and critically reflect upon the student evaluations of teaching.

## List teaching related activities such as: the achievements of current and former students; a continuing development of a philosophy of teaching; the documented development of pedagogical skills; the directions of theses, dissertations, projects, internships, or other major works; program development, curriculum development; and preparation of new courses and course materials.

## Summarize Instructional- and Course-level Assessment activities. The submission of all course assessment data to the relevant data repository, and when applicable General Education or Institutional Learning Outcomes assessment data, is a component of assessment that is reviewed during the evaluation process.

## Summarize specific actions taken related to prior year’s goals[[1]](#footnote-1) and actions taken to address the areas for improvement identified in prior evaluations related to this category.

## A description of the activities that were successful, the areas for improvement, and the goals that have been established for this category.

# Professional Development/Scholarship

## Summarize and critically reflect upon activities related to professional development/scholarship as defined by the defined by the Boyer’s Model of Scholarship. Activities may include, but are not limited to: the writing of grant proposals; the conduct of currently active grants; peer-reviewed publications; publication of creative works public exhibitions/performances/presentations; patent applications/executions; conferences attended with information dissemination or application; formal review of scholarly papers or academic books, public contributions to the field, including open-source contributions; citations in papers not authored/co-authored by the faculty member, and workshops, certifications, or coursework. For a more comprehensive list of activities, see scholarly articles on Boyer’s Model of Scholarship.

## Summarize specific actions taken related to prior year’s goals1 and actions taken to address the areas for improvement identified in prior evaluations related to this category.

## A description of the activities that were successful, the areas for improvement, and the goals that have been established for this category.

# Service

## State the number of advisees as well as summarize and critically reflect upon the contributions and accomplishments related to advising the students. Activities may include, but are not limited to: academic advising, a continuing development of a philosophy of advising, informal academic advising, assistance in career placement, development of advising materials, advising and assistance in graduate school applications, and assistance in scholarship and other funding applications.

## Summarize and critically reflect upon the student evaluations of advising.

## Summarize and critically reflect upon the contributions and accomplishments related to serving the students, school/department, college, university, profession, and community. Activities may include, but are not limited to: assisting student groups/organizations, serving as a Faculty Peer Reviewer or Faculty Mentor, meaningful service on committees; coordination and/or participation in campus or community events related to the faculty member’s areas of expertise; working with student organizations; meaningful participation in activities as a representative of the university; and non-partisan volunteerism in the community.

## Summarize specific actions taken related to prior year’s goals1 and actions taken to address the areas for improvement identified in prior evaluations related to this category.

## A description of the activities that were successful, the areas for improvement, and the goals that have been established for this category.

#  Release Time and Non-Load Bearing Supplemental/Special Assignments (if applicable)

## Summarize and critically reflect upon the activities and contributions related to release time and non-load bearing supplemental/special assignments.

## Summarize specific actions taken related to prior year’s goals1 and actions taken to address the areas for improvement identified in prior evaluations related to this category.

## A description of the activities that were successful, the areas for improvement, and the goals that have been established for this category.

1. For faculty undergoing Summative Evaluation (or Faculty Performance Improvement Plans), these goals can be found in the Faculty Goals Setting Worksheet (or in the Faculty Performance Improvement Plan). Otherwise, they can be found in last year’s Self-Evaluation and Reflection Report. [↑](#footnote-ref-1)