

Faculty Evaluation Summary Form

Faculty are the university's most valuable asset. As in industry, assets must be protected, maintained, and cared for. It takes time and effort to bring any faculty hire to an efficient productive level. Thus, the longer faculty serve, the more essentially valuable they become. The purpose of employee evaluation is to ascertain the condition of that asset.

In order to promote and sustain excellence, as well as to provide assistance and mentoring where necessary, the dean of the College of Arts and Sciences must review, at least in summary fashion, the kinds of efforts being expended by department faculty.

The purpose of the Faculty Evaluation Summary Form is to provide an **overview** of faculty accomplishments, **not** to serve as an arbitrary checklist. Department and faculty duties and responsibilities across the College of Arts and Sciences are extremely diverse. Only department heads, working in concert with their faculty, should determine the significance and specificity of goals, objectives, activities, and guidelines for tenure and promotion. The form's categories are flexible enough to accommodate significant faculty accomplishments as they are interpreted by individual departments. **Thus, as its title indicates, the Faculty Evaluation Summary Form is simply a place to summarize activities specifically delineated in the Department's annual faculty evaluation.**

Instructions for Using the Faculty Evaluation Summary Form

At the annual faculty performance review, the department head and faculty member will use this form as follows:

(1) to discuss and rank the faculty member's achievement of the goals and objectives agreed upon in the previous year's annual evaluation;

(2) to determine percentages to be assigned to the categories of Teaching, Research, and Service for the ensuing academic year, aligning these percentages with the faculty member's particular strengths, goals, and objectives.

Guidelines

- **The Teaching section is a checklist.** The listed criteria are reasonably uniform expectations of all teaching faculty; thus, the "Not Applicable" category is not an option in this section.
- **The Research and Service sections are not checklists, and the number of entries in each of these sections is not important.** Each faculty member is to be evaluated only in the categories that reflect the agreed-upon goals and objectives for the academic year or years in question. All other categories are to be marked "Not Applicable." The spirit of the form is to provide an overview of accomplishments, not to penalize faculty for categories irrelevant to goals and objectives.
- **The department head will acknowledge the faculty member's level of accomplishment of the agreed-upon goals and objectives in the Performance Summary line following each section of the form.** Because many significant accomplishments can be subsumed under one category, the number of entries in Research and Service is irrelevant. For example, even if only one category of Research or Service is applicable to the agreed-upon goals and objectives for that year, the Performance Summary line will indicate the significance (meets or exceeds expectations, outstanding, etc.) of the accomplishments in that category.
- The **percentages** assigned to Teaching, Research, and Service **shall not** represent a quantification of workload or the amount of time required for completion of the activities.
- To acknowledge ongoing research activity and to avoid penalizing faculty for significant accomplishments in Teaching, Research, or Service when merit monies are not available, the Faculty Evaluation Summary may reflect the activities of more than one academic year when used to determine merit.