

## Regis College, Ranked Faculty Member, Self-Evaluation

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Due to Supervisor **Sept. 21** for tenure-track and ranked, non-tenure track faculty members in their first 5 years.

Due to Supervisor **Oct. 15** for tenured and ranked, non-tenure track faculty members after their first 5 years.

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**Purpose.** The Self-Evaluation form is the first step in the evaluation process. It provides the faculty member with the opportunity to reflect on performance and achievements during the evaluation period, and have the first word in the evaluation process, in which it serves as the central piece of evidence. Additionally, it is hoped that the Self-Evaluation can serve a role in the faculty member's discernment about goals and professional development by asking faculty members to reflect on the faculty member's professional life during the evaluation period and to discuss this with the Supervisor.

**Format.** The ranked faculty member completes the Self-Evaluation as a single word-processed document containing the information outlined in this form and submitted as a **PDF file** (no cover-sheet required) to the Supervisor.

### Frequency.

- Tenure-track and ranked, non-tenure track faculty members in their first five years submit a Self-Evaluation form **every year after the first year**.
- Tenured and ranked, non-tenure track faculty members after their first five years submit a Self-Evaluation form at least every **five years** (except when applying for promotion) or in other years at the request of the faculty member, Supervisor, or the Dean.

### Evaluation Process after Self-Evaluation Submission.

By **Oct. 7** for tenure-track and ranked, non-tenure track faculty members in their first five years and **Oct. 31** for tenured and ranked, non-tenure track faculty members after their first five years undergoing review, the Supervisor must **e-mail** (1) the Supervisor's written evaluation and (2) the faculty member's Self-Evaluation to the Assistant to the Dean in PDF format. By these same dates the Supervisor must deliver as a paper copy (3) the Supervisor's evaluation page signed by the Supervisor and the faculty member after consultation **with original signatures**.

- The **Self-Evaluation after the first year** is independently reviewed in turn by the Supervisor, the Committee on Rank and Tenure, and the Dean who all provide evaluations in the form of a letter after review of the prior evaluations. The Committee on Rank and Tenure and Dean send their evaluation letters to the Provost. The Dean's Office places the Self-Evaluation and all evaluation letters in the faculty member's Academic Record File.
- The **Self-Evaluation after the second and fourth years** is reviewed by the Supervisor who provides an evaluation in the form of a letter after review of the Self-Evaluation. The faculty member, Supervisor, or the Dean may request that an additional review by the Committee on Rank and Tenure occur. The Dean's Office places the Self-Evaluation and all evaluation letters in the faculty member's Academic Record File.
- The **Self-Evaluation after the third year** is independently reviewed in turn by the Supervisor and the Committee on Rank and Tenure who provide evaluations in the form of a letter after review of the prior evaluations. The Committee on Rank and Tenure sends the evaluation letters to the Dean and Provost. The Dean's Office places the Self-Evaluation and all evaluation letters in the faculty member's Academic Record File.
- **Self-Evaluation of tenured and non-tenure track, ranked faculty members after their fifth year** is independently reviewed in turn by the Supervisor and the Committee on Rank and Tenure who provide evaluations in the form of a letter after review of the prior evaluations. The Committee on Rank and Tenure sends the evaluation letters to the Dean and Provost. The Dean's Office places the Self-Evaluation and all evaluation letters in the faculty member's Academic Record File.

**Chapter 4 of the Regis College Faculty Handbook** provides information and the definitive rules for Regis College faculty-member review, tenure, and promotion. Refer to the R. C. Faculty Handbook for more detailed information and additional information.

**REGIS COLLEGE, RANKED FACULTY MEMBER, SELF-EVALUATION FORM**

Parts 1 through 4 comprise general reporting sections (previously on a cover sheet). Parts 5 through 8 are the portions where the faculty member presents accomplishments, challenges, and self-evaluates. The ranked faculty member completes the Self-Evaluation as a single word-processed document containing the information outlined in this form and submitted as a PDF file (no cover-sheet required) to the Supervisor.

**PART 1. GENERAL INFORMATION.** Clearly indicate all of the following that are applicable.

- **Name, department, e-mail address, and date** (at time of submission).
- **Current academic rank** (at time of submission); Assistant Professor, Associate Professor, or Professor.
- As of August 1 of the year of submission of this Self-Evaluation, **the number of years you have taught at your current academic rank.**
- **The month and year you began teaching as a ranked faculty member at Regis University.** If applicable, also indicate if and when any change in College of appointment occurred and/or if and when you previously taught as a non-ranked faculty member.
- If you were hired as tenure track, indicate the **number of years of credit towards tenure** (if any) that you were awarded at the time of hire.
- If you are an Associate Professor and you currently **intend to apply for promotion to the rank of Professor**, please indicate your current planned year of application.

**PART 2. REPORT OF OUTSIDE EMPLOYMENT, BUSINESS INTEREST, AND CONSULTING.** If you engage in outside employment, business interest, and/or consulting during your period of contract, list and briefly describe any “teaching outside the College, outside employment, business interests and consulting activities” in which you are currently engaged or in which you expect to engage. These activities need to be documented and approved by the Dean. Activities *fully* restricted to months during which a faculty member is not under contract and work on grants obtained and paid through Regis University need not be reported. See 2.3.18 in the *Faculty Handbook*. If not applicable, skip this section or indicate that it is not applicable.

**PART 3. STEPP WORKLOAD ELECTION AND REPORTING.** Ranked faculty members in Regis College elect what to do with one course-equivalent of workload each year to best meet professional goals. These categories of workload are **Scholarship, Teaching, Extraordinary Service, Pedagogy Development, Program Development, or 1<sup>st</sup> Year Mission Development.** Extraordinary Service, Pedagogy Development (which does not include basic course preparation for disciplinary teaching), and Program Development require a brief written description and written approval from the Supervisor and Dean to be placed in the faculty member’s Academic Record File. *Important Note:* Serving as Department Chair or Program Director for certain programs is a **course release** and is **not a STEPP election** for Extraordinary Service. Faculty members in these roles also will choose a STEPP election. Self-Evaluations and Applications serve as the place for making and reporting on these elections. Faculty members not undergoing review or application complete a separate form.

Clearly indicate all of the following that are applicable.

- **STEPP election for last academic year** and a **BRIEF one or two sentence description of the activities completed.** (Scholarship: identify research/creative-work activities and/or products. Teaching: indicate that you “taught a course”. Extraordinary Service, Pedagogy Development, Program Development, and first-year Mission Development: briefly describe your activities.)
- **STEPP election for this academic year** (which was selected and Supervisor approved last year).
- **STEPP election for next academic year** (elected after consultation with the Supervisor) and a **BRIEF one or two sentence description of the planned activities.** (For Extraordinary Service, Pedagogy Development, and Program Development this may be the brief description you submitted the Supervisor and Dean for written approval.)

Supervisors and faculty members are encouraged to discuss and agree on STEPP elections before submission of the Self-Evaluation.

**PART 4. WORKLOAD.** Briefly list the **STEPP elections** and any **course releases** for every year during the period under review (most commonly 1 year or 5 years). If a course release is for two courses, please indicate that as well. If you are completing a review of one year and had no course releases, please feel free to indicate “see above.”

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“In the self-evaluation process, faculty members’ achievements should be reflected upon thoughtfully through a narrative commentary. All three areas of self-evaluation (teaching effectiveness; research, creative work, and professional activity; and service) can benefit from some **narrative that considers data on performance** (e.g., student evaluations; information regarding student learning), **summarizes one’s accomplishments, considers recent challenges,** and **establishes goals for the future.** In recognition of the value of vocational discernment about one’s professional development, faculty members are invited to use the Self-Evaluation to reflect on how the **University mission** has contributed to their faculty formation and how their work contributes to the University mission in the Self-Evaluation. Acknowledging the importance of faculty-member involvement in furthering the university’s diversity goals and in supporting students of diverse identity and experience, faculty members shall identify any contributions to the mission-relevant area of **diversity and inclusion** in the Self-Evaluation.

“The Self-Evaluation must include, if warranted, an assessment of areas to be corrected and/or improved, particularly if these areas were discussed with the faculty member by the immediate academic Supervisor before the Self-Evaluation deadline.” [Bold emphasis added.] *Regis College Faculty Handbook (RCFH)* section 4.3.2.1.

#### **PART 5. SELF-EVALUATION OF TEACHING.**

- First, **list the course sections taught for each term** during the evaluation period (include: course number, course name, number of credit hours, the term taught, and number of students).
- Second, **discuss your teaching effectiveness** during the evaluation period. “Regis College recognizes that excellence in teaching is one of the most important attributes of a faculty member.” See *RCFH* section 4.3.1.1. The Committee on Rank and Tenure recommends that faculty members review available teaching evidence (which can include formal and informal student evaluations, peer feedback, formal and informal outcomes assessments, syllabi, assignments), present teaching accomplishments, discuss teaching challenges, and discuss future teaching goals or plans. Thoughtful consideration of a teaching challenge or an area the faculty member hopes to improve followed by plans to specifically address them is recognized by the Committee as a component of high-quality teaching. Do not separately and specifically evaluate every course section taught during the evaluation period. Feel free to speak generally and then focus on discussing a few examples.

#### **PART 6. SELF-EVALUATION OF RESEARCH, CREATIVE WORK, AND PROFESSIONAL ACTIVITY.**

- First, **list those things that document your research, creative work, and professional activities** during the evaluation period. Provide full citations for any published works.
- Second, **discuss your research, creative work, and professional activities** during the evaluation period. “Professional competence requires maintaining current knowledge of the work being done within one’s field as well as engaging in research or creative work of one’s own which contributes to the profession. Such intellectual and scholarly engagement is also important for effective teaching.” See *RCFH* section 4.3.1.2. The Committee on Rank and Tenure recognizes scholarship in the areas of discovery, integration, application, and teaching & learning as valuable areas of scholarship (Boyer, 1990). In all types of scholarship, they are recognized as scholarship by review and subsequent provision of feedback by professional peers.

#### **PART 7. SELF-EVALUATION OF SERVICE.**

- First, **list those things that document your professional service to Regis University.** These can include formal and informal student advising, advising student groups, contributions to the shared work of the department and/or program, elected and appointed committees, appointed positions, and anything else in the area of Service.

- Second, **discuss your service activities** during the evaluation period. “[A] faculty member may reasonably be expected to demonstrate participation in the operational concerns of the institution, including services rendered to the students of Regis College.” See *RCFH* section 4.3.1.3. The Committee on Rank and Tenure recognizes service to students, contribution to the shared work of the department and/or program, and contribution to the shared work of the College and University as areas of important service.

**PART 8 (Optional as a Separate Part). DIVERSITY AND INCLUSION.** This can be provided as a separate Part 8 or can be indicated whenever appropriate in parts 5 through 7. This is not a separate area of performance evaluation, but reporting contributions to Diversity and Inclusion in Self-Evaluations and Applications is required. See *RCFH* section 4.3.2.1.

- First, **list those things that document any training, professional development, teaching, scholarship, or service associated with the area of diversity and inclusion.**
- Second, **discuss any diversity and inclusion contributions** during the evaluation period.

#### **APPENDED MATERIALS.**

- **REQUIRED.** An updated **Curriculum Vitae**. (10 pages maximum)
- **REQUIRED.** Two representative **syllabi**. It is recommended that the faculty member select any courses more specifically discussed by the faculty member in the Self-Evaluation.
- **OPTIONAL.** Representative course assignments. Faculty members should feel free to select any assignments, especially any more specifically discussed by the faculty member in the Self-Evaluation.
- **OPTIONAL.** Any additional materials that the faculty member thinks are important to include in the context of the material discussed by the faculty member in the Self-Evaluation. This more commonly includes but is not limited to things like peer evaluations, informal course evaluations, outcomes assessments, and letters regarding contracts.
- **DO NOT INCLUDE** copies of publications or conference abstracts. The complete citations in the Self-Evaluation usually provide enough information or allow the Committee to obtain the works if needed.

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**Length & Format Considerations.** Balance the considerations of exposition and concision in writing the Self-Evaluation. An overly long Self-Evaluation can make the process difficult for those providing later evaluations. Keeping **Parts 5 through 7 under 10 pages** usually is a very good idea. If you feel you need a more extensive exposition consult with the Supervisor about the need to do so before significantly exceeding 10 pages. Faculty members are encouraged to make the sectioning clear (but are not required to use the numbers or section titles) as indicated above.

## Regis College Ranked Faculty-Member Workload Overview

(provided for reference)

Ranked Regis College faculty members have three workload component areas:

**Teaching, Service & Scholarship, and STEPP.** See RC Faculty Handbook 2.3.6.

The STEPP component is the personalized component of workload elected by a faculty member in consultation with the Supervisor and, in some cases, the Dean.

**Course releases for being Chair or for certain program directorships reduce the number of courses in the Teaching area of workload and are *not* STEPP elections.**

<p><b>Teaching Components of Workload</b> (9 mo. fac.: 17-19 teach. hrs. ≈6 courses; 12 mo.fac.≈8 courses)</p>	<p>3 cr. Course Equivalent &amp; Associated Duties</p> <p>3 cr. Course Equivalent &amp; Associated Duties</p> <p>3 cr. Course Equivalent &amp; Associated Duties</p>	<p>3 cr. Course Equivalent &amp; Associated Duties</p> <p>3 cr. Course Equivalent &amp; Associated Duties</p> <p>3 cr. Course Equivalent &amp; Associated Duties</p>	<p><b>+ for Faculty Members on 12-Month Contracts</b></p> <p>3 cr. Course Equivalent &amp; Associated Duties</p> <p>3 cr. Course Equivalent &amp; Associated Duties</p>
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**A course release** reduces the number of courses above.

[For example, a Chair or Program Director for certain programs receives a course release reducing Teaching Workload to 14-16 teaching hours (≈ 5 courses) and **also must make a STEPP election.**]

<p><b>Service &amp; Scholarship Components of Workload</b></p>	<p>Student Advising (formal and/or informal)</p> <p>Department and/or Program Meeting Attendance and Active Service</p> <p>Committee and/or Other Administrative Service</p> <p>Convocation and Commencement Attendance</p> <p>Attendance at Senate Faculty Forum</p> <p>Second and Third Years of the Three-Year New Faculty-Member Mission &amp; Orientation Program</p>	<p>Scholarship (research and/or creative work appropriate to the discipline)</p> <p>Consulting (an option as appropriate to the discipline, not diminishing a faculty member’s effectiveness, and not in violation of the University’s Conflict of Interests Policy, see RC Faculty handbook 2.3.18 )</p> <p>Professional Activity (as appropriate to the discipline)</p>
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<p><b>STEPP Component of Workload</b> (select one each year in consultation with the Supervisor)</p>	<p><b>Scholarship</b> (sustained, focused scholarly activity)</p> <p><b>Teaching a Course</b> (total teaching for 9 mo. fac. is 20-22 teach. hrs. ≈ 7 courses, if no course release; 12 mo. fac. ≈ 9 courses)</p> <p><b>Extraordinary Service*</b> (service that goes far beyond the standard expectations for service)</p> <p><b>Pedagogy Development*</b> (engaging in innovative and labor-intensive course preparation and teaching activity that goes beyond normal expectations)</p> <p><b>Program Development*</b> (developing a new program consistent with the College’s strategic plan)</p>	<p><b>Faculty Seminar on the Mission of Regis College*</b> (must be semester-long and meet regularly)</p> <p><b>First Year of the Three-Year New Faculty-Member Mission &amp; Orientation Program</b></p> <p><small>*These STEPP elections (for E, P, P, or Mission Seminar) require written proposals be submitted with the Reporting and Election Form that must be <i>approved by the Supervisor and the Dean</i> and will be placed in the faculty member’s Academic Record file.</small></p>
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Course releases do not affect a faculty member’s ability to make a STEPP election.

**LEVEL OF PERFORMANCE FOR EACH RANK**

(provided for reference)

See *Regis College Faculty Handbook* Section 4.2.1 for levels of performance for those at the rank of **Assistant Professor**. Shaded areas under the double line indicate performance below expected levels.

<b>Assistant Professor</b>	<b>Teaching</b>	<b>Research, Creative Work, and/or Prof. Activities</b>	<b>Service to the University</b>
	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
	<b>Accomplished</b>	<b>Accomplished</b>	<b>Accomplished</b>
	<b>Noteworthy</b>	<b>Noteworthy</b>	<b>Noteworthy</b>
	<b>Competent</b>	<b>Competent</b>	<b>Competent</b>
	<b>Unacceptable</b>	<b>Unacceptable</b>	<b>Unacceptable</b>

See *Regis College Faculty Handbook* Sections 4.2.2 for requirements for promotion to **Associate Professor** and expected levels of performance for those at the rank of Associate Professor. Shaded areas under the double line indicate performance below expected levels.

<b>Associate Professor</b> (including promotion to tenure and/or Associate)	<b>Teaching</b>	<b>Research, Creative Work, and/or Prof. Activities</b>	<b>Service to the University</b>
	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
	<b>Accomplished</b>	<b>Accomplished</b>	<b>Accomplished</b>
	<b>Noteworthy</b>	<b>Noteworthy</b>	<b>Noteworthy</b>
	<b>Competent</b>	<b>Competent</b>	<b>Competent</b>
	<b>Unacceptable</b>	<b>Unacceptable</b>	<b>Unacceptable</b>

See *Regis College Faculty Handbook* Sections 4.2.3 for requirements for promotion to **Professor** and expected levels of performance for those at the rank of Professor.

<b>Professor</b> (including promotion to Professor)  <b>Outstanding</b> à performance in <b>one area</b> and  <b>Accomplished</b> à performance in the <b>other two areas</b> .	<b>Teaching</b>	<b>Research, Creative Work, and/or Prof. Activities</b>	<b>Service to the University</b>
	<b>Outstanding</b>	<b>Outstanding</b>	<b>Outstanding</b>
	<b>Accomplished</b>	<b>Accomplished</b>	<b>Accomplished</b>
	<b>Noteworthy</b>	<b>Noteworthy</b>	<b>Noteworthy</b>
	<b>Competent</b>	<b>Competent</b>	<b>Competent</b>
	<b>Unacceptable</b>	<b>Unacceptable</b>	<b>Unacceptable</b>

# Regis College, Supervisor Evaluation of Ranked Faculty Member

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Supervisor Eval. due **Oct. 7** for tenure-track and ranked, non-tenure track faculty members in their first 5 years.  
Supervisor Eval. due **Oct. 31** for tenured and ranked, non-tenure track faculty members after their first 5 years.

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**Purpose.** The Supervisor Evaluation is the second step in the evaluation process. This evaluation is meant to consider faculty-member performance from the perspective of the immediate professional supervisor (or equivalent). From the perspective of the Committee on Rank and Tenure, the best supervisor evaluations seek to help faculty members with their professional goals, consider the faculty member's effect on our students, cite specific evidence, and provide departmental and disciplinary perspective.

**Format.** The supervisor completes the Supervisor's Evaluation as a single-page hard copy paper form and as an accompanying word-processed document containing the information outlined in this form. The hard copy form must be submitted with Supervisor and faculty-member signatures. The letter must be submitted as a PDF file to the Assistant to the Dean. Additionally, the Supervisor forwards the electronic copy of the faculty-member Self-Evaluation to the Assistant to the Dean.

## Frequency.

- Tenure-track and ranked, non-tenure track faculty members in their first five years submit a Self-Evaluation form that is followed by a Supervisor Evaluation **every year after the first year**.
- Tenured and ranked, non-tenure track faculty members after their first five years submit a Self-Evaluation form that is followed by a Supervisor Evaluation at least every **five years** (except when applying for promotion) or in other years at the request of the faculty member, Supervisor, or the Dean.

By **Oct. 7** for tenure-track and ranked, non-tenure track faculty members in their first five years and by **Oct. 31** for tenured and ranked, non-tenure track faculty members after their first five years undergoing review the Supervisor must **e-mail** (1) the Supervisor's written evaluation and (2) the faculty member's Self-Evaluation to the Assistant to the Dean in PDF format. By these same dates the Supervisor must deliver as a paper copy (3) the Supervisor's evaluation page signed by the Supervisor and the faculty member after consultation **with original signatures** to the Dean's Office.

## Review of the Self-Evaluation.

- Review **Part 1** for accuracy. If something is inaccurate, and time permits, ask the faculty member to revise and re-submit the Self-Evaluation to you.
- Review **Parts 2 through 4** for accuracy and as a supervisor considering the faculty member's professional development.

If you have a question or concern regarding **outside employment, business interest or consulting**, after discussing it with the faculty member, contact the Dean who also must approve.

Your review in this context is the approval process for **STEPP election** for a faculty member undergoing review. Supervisors and faculty members are encouraged to discuss and agree on STEPP elections before submission of the Self-Evaluation. If you are not willing to approve a specific STEPP election, and time permits, discuss it with the faculty member and if the faculty member agrees to change the STEPP election, then ask the faculty member to revise and re-submit the Self-Evaluation to you. In a case where the Supervisor disapproves of the faculty member's election the Supervisor will include explanation that clearly identifies the concerns regarding the faculty member's ability to complete the requirements of the STEPP in the written component of the Supervisor's evaluation.

- Review **the remainder of the Self-Evaluation** and consider all the evidence and context provided by the faculty member. Often, important context is obvious in the Self-Evaluation, and it can help you both with evaluation and with helping the faculty member with professional development. As supervisor, you can also review past Self-Evaluations and evaluation letters from the faculty member's Academic Record File. A new chair should do this to be aware of what has and has not previously been conveyed to the faculty member, as well as generally ensuring consistency through transitions between chairs.

### Assigning Evaluation Rankings.

- Consider the **evidence** and context in the Self-Evaluation and any other evidence you have from your observation(s) of teaching, observations of interactions with students, service interactions with the faculty member in the department or program, official or other student evaluations, peer observations passed along to you, syllabi, course shells observed, and any other evidence. Based on this, how is the faculty member performing in the three areas of evaluation?
- Consider the **faculty member's professional development and trajectory**, including how this evaluation will fit formatively in the faculty member's development.
- Consider the faculty member's **current rank and future rank goals** in the context of the minimum requirements for each rank. The Supervisor rankings should give a faculty member a clear sense of the supervisor's assessment of where the faculty member's performance is with respect to the requirements for promotion, tenure, or continuing in the current position.

**Assistant Professors** are expected to maintain **Competent** performance in Teaching and Service, and **presumed capacity** in Research, Creative Work, and Professional Activity.

**Associate Professors** (and tenured faculty members) are expected to maintain **Noteworthy** performance in Service and in Research, Creative Work, and Professional Activity, and **Accomplished** performance in Teaching.

**Professors** are expected to maintain **Accomplished** performance in any two of the areas and **Outstanding** performance in the third area.

All faculty members should be evaluated on the same scale of performance **regardless of amount of time at Regis**. Supervisors should consider the selected ranking to reflect the level of performance. Also keep in mind that there is **no expectation that a faculty member must improve in rankings** from early to later before applying for tenure and/or promotion.

- Consider the **faculty member's STEPP elections and course releases** in evaluating level of performance. (e.g., A faculty member who consistently elects a Scholarship STEPP as compared to someone consistently electing a Teaching STEPP should have a somewhat greater expectation of scholarship performance required to be considered Noteworthy.)

### Writing the Evaluation Letter.

- The Supervisor is required to provide a written evaluation (*not to exceed 2 pages*) to justify the rankings provided on the paper-copy evaluation form. The written evaluation letter should **re-state the rankings**.
- Use **evidence** and be specific about your evidence. What in the Self-Evaluation, other submitted materials, student evaluations, conversations with students in the classes, colleague observations, or any other evidence led you to your conclusions? In general, avoid "bare" statements about the innate qualities of a person (e.g., Dr. ... is talented. Dr. ... is smart.) that are not preceded or succeeded by specific evidence or a summary of specific achievements. Do not use "fit" as a consideration in evaluation.
- When relevant, **provide context** for evidence and how you're interpreting it. Did particular circumstances make something anomalous or especially challenging for the faculty member? You can and should both consider and explain the anomaly or the challenge. You definitely can consider performance in the context of such challenges.

### Meeting with the Faculty Member.

- The Supervisor is required to provide the evaluation ranking page and the letter of evaluation to the faculty member after which they meet and both sign the ranking page. The faculty member signature indicates the opportunity to review the evaluation and does not constitute a statement of agreement.
- Emphasizing the evaluation in the context of the faculty member's professional development and goals can be important. Try to make clear what your evaluation means with respect to tenure, promotion, and/or future areas of professional emphasis.

**Chapter 4 of the Regis College Faculty Handbook** provides definitive rules and more information.



**SUPERVISOR'S EVALUATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation for Year(s): \_\_\_\_\_

*Overall evaluation of **teaching** performance.*

- \_\_\_\_\_ Outstanding
- \_\_\_\_\_ Accomplished
- \_\_\_\_\_ Noteworthy
- \_\_\_\_\_ Competent
- \_\_\_\_\_ Unacceptable

Note:

Tenure and/or Associate Professor rank requires at least Accomplished teaching performance.

Professor rank requires at least Accomplished performance. (At least Outstanding performance in one area and Accomplished performance in the other two areas.)

*Overall evaluation of **research, creative work, and/or professional activities.***

- \_\_\_\_\_ Outstanding
- \_\_\_\_\_ Accomplished
- \_\_\_\_\_ Noteworthy
- \_\_\_\_\_ Competent
- \_\_\_\_\_ Unacceptable

Note:

Tenure and/or Associate Professor rank requires at least Noteworthy performance in this area.

Professor rank requires at least Accomplished performance. (At least Outstanding performance in one area and Accomplished performance in the other two areas.)

*Overall evaluation of **service to the University including service to the student body.***

- \_\_\_\_\_ Outstanding
- \_\_\_\_\_ Accomplished
- \_\_\_\_\_ Noteworthy
- \_\_\_\_\_ Competent
- \_\_\_\_\_ Unacceptable

Note:

Tenure and/or Associate Professor rank requires at least Noteworthy service performance.

Professor rank requires at least Accomplished performance. (At least Outstanding performance in one area and Accomplished performance in the other two areas.)

**SUPERVISOR'S RECOMMENDATION FOR THE NEXT ACADEMIC YEAR:**

- \_\_\_\_\_ Continuing appointment under the same category of *ranked faculty member* contract.
- \_\_\_\_\_ Terminal non-tenured appointment for next academic year. (See RCFH 5.6.)
- \_\_\_\_\_ Dismissal of tenured faculty member as of \_\_\_\_\_. (See RCFH 5.4.)
- \_\_\_\_\_ Other. Explain: \_\_\_\_\_.

The Supervisor is required to attach a written evaluation (*not to exceed 2 pages*) to justify the above rankings.  
 The Supervisor is requested to describe the criteria and evidence used to justify the rankings.

Signature of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Position: \_\_\_\_\_  
 (Department Chair, Program Director, Academic Dean for Department Chairs, or Special Academic Evaluator)

Signature of Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

The Faculty Member will please sign to confirm that she or he has had an opportunity to review this evaluation.  
 A signature does not constitute a statement of agreement with the contents of the Supervisor's evaluation.