

## Year-End Faculty Self-Evaluation Guidelines

### 11.19

#### **(Data Sheet, Goals and Objectives and Narrative Self-Evaluation)**

Evaluation of faculty is done each year in accordance with procedures described in the Faculty Manual and the evaluation timelines approved by faculty in December, 1987. For **all full-time** faculty members (including those with administrative releases), this timeline calls for completion of a Year-End Faculty Self-Evaluation Form comprised of a data sheet and goals and objectives; a year-end evaluation of that data sheet by the chairperson/associate dean, followed by a dialogue about that assessment, and yearly goal setting with the department chairperson. In the School of Education, the Associate Dean for Academic Affairs assumes the role of Chairperson.

In addition, year-end Narrative Self-Evaluations and year-end summative evaluations by chairpersons/associate deans are scheduled for selected faculty as follows: instructors and assistant professors on a yearly basis; associate professors every third year and professors every five years. This rotating schedule for evaluation of tenured or promoted faculty members should be maintained by the chairpersons. Narrative Self-Evaluations, summative evaluations by chairpersons/associate deans, and the pre-tenure review are accessible to the faculty member, his/her/their department chairperson, members of the Committee on Rank and Tenure, and appropriate members of the administration.

Faculty are expected to “electronically submit” the appropriate materials to their chairperson/associate dean via the CoursEval Platform, which is accessible via their Moodle dashboard. The survey will close on May 15. Chairs may designate an earlier due date in May at their discretion. Chairs will have access to these evaluations on May 15<sup>th</sup> or before if they have designated an earlier date for completion. Deans will have access to the evaluation materials in early June.

Narrative Self-Evaluations by Faculty should include the following areas: teaching effectiveness; scholarly, professional or creative work; department or college service; service to the profession or community as it relates to ones field of expertise, and reassignments. The Narrative Self-Evaluation should reflect on teaching, scholarly work and service, taking into consideration the goals from the previous year (or the time period since prior narrative) and establishing goals for the future.