

CAL Tenure-System Faculty Annual Evaluation Form*

Name	Department(s)	Review Year
Workload Expectations:	Research _____%	Teaching _____% Service _____%

Note: Text boxes in the form are limited in space. Add additional pages as needed.

Research

<input type="checkbox"/> Below Expectations Insignificant scholarly or artistic activity, or activity of a quantity or quality below expectations given rank, position, and workload expectations.	<input type="checkbox"/> Needs Improvement Minimal amount of scholarship, artistic, or equivalent work and grant funding, or research productivity of low quality relative to rank, position, and workload expectations.	<input type="checkbox"/> Good Good scholarly, artistic or equivalent productivity relative to rank, position, and workload expectations; future plans with high likelihood of successful completion. Appropriate research funding.	<input type="checkbox"/> Excellent Excellent scholarly, artistic achievement, or its equivalent relative to rank, position, and workload expectations; completion of important projects in accordance with long- term plans. Evidence of (inter)disciplinary leadership.	<input type="checkbox"/> Outstanding Extremely significant and rigorous scholarship, artistic work or its equivalent with demonstrable (inter)disciplinary impact. Major achievements relative to rank, position, and workload expectations.
Research: Strengths/Weaknesses of Activities/Achievements, and Recommendations				
<ul style="list-style-type: none"> • • • 				

Teaching/Student Engagement

<input type="checkbox"/> Below Expectations Problematic classroom or other teaching performance; unreliable advising or mentoring, and frequent unavailability; indifference toward or unreasonable resistance to meeting teaching standards	<input type="checkbox"/> Needs Improvement Fulfills all teaching responsibilities and meets minimal qualitative expectations in the classroom. One or more problematic elements in the area of teaching, and minimal efforts at improvement. Or some unreliable availability or mistakes in assigned advising or mentoring, or little or no curricular development.	<input type="checkbox"/> Good Fulfills all teaching responsibilities. Evidence of solid work in the classroom; some successful effort to improve; good reliable student mentoring and academic advising.	<input type="checkbox"/> Excellent Fulfills all teaching responsibilities well. Evidence of overall excellence in teaching, advising, student mentoring; curriculum or program development.	<input type="checkbox"/> Outstanding Fulfills all teaching responsibilities very well. Demonstrable overall excellence in teaching, advising, and mentoring; leadership in course or curricular improvement, sharing of expertise.
Teaching: Strengths/Weaknesses of Activities/Achievements, and Recommendations				
<ul style="list-style-type: none"> • • • 				

* Adapted from MSU ADVANCE grant [faculty performance review toolkit](#), [CAL RPT Guidelines](#), and [MSU RPT recommendation guidelines](#).

Engagement in Leadership/Service/Outreach

<input type="checkbox"/> Below Expectations Little or no meaningful or useful activity in serving department, College, or University in important ways. Or, behavior of a professionally unacceptable kind or harmful effect.	<input type="checkbox"/> Needs Improvement A minimal level of useful activity, relative to rank, seniority, and workload expectations, in serving the program, department, College, University or profession.	<input type="checkbox"/> Good Consistently effective service at multiple organizational and professional levels appropriate to rank and seniority; shows initiative; responsive to needs of students, colleagues, and department.	<input type="checkbox"/> Excellent Excellent initiative and effort with consistently beneficial results on important projects, appropriate to rank and position at multiple organizational and professional levels.	<input type="checkbox"/> Outstanding Uniformly excellent effort and results in important projects; generosity of spirit in volunteering; effective leadership appropriate to rank and position at multiple organizational and professional levels.
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Engagement: Strengths/Weaknesses of Activities/Achievements, and Recommendations

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Summary¹ and Outlook: Progress, Plans, and Future Promotions

Faculty Member Signature	Date
<input type="checkbox"/> I have a written response, and the response is attached. <input type="checkbox"/> I have a written response and have sent it to the chair. <input type="checkbox"/> I do not have a written response to this review.	
Department Chair(s) Signature	Date

¹For a faculty member on sabbatical leave during the review year, comment here on sabbatical accomplishments.