### CAL Tenure-System Faculty Annual Evaluation Form*

<table>
<thead>
<tr>
<th>Name</th>
<th>Department(s)</th>
<th>Review Year</th>
</tr>
</thead>
</table>

**Workload Expectations:**
- Research: %
- Teaching: %
- Service: %

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

#### Research

<table>
<thead>
<tr>
<th>Below Expectations</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Excellent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insignificant scholarly or artistic activity, or activity of a quantity or quality below expectations given rank, position, and workload expectations.</td>
<td>Minimal amount of scholarship, artistic, or equivalent work and grant funding, or research productivity of low quality relative to rank, position, and workload expectations; future plans with high likelihood of successful completion. Appropriate research funding.</td>
<td>Good scholarly, artistic or equivalent productivity relative to rank, position, and workload expectations.</td>
<td>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.</td>
<td>Extremely significant and rigorous scholarship, artistic work or its equivalent with demonstrable (inter)disciplinary impact. Major achievements relative to rank, position, and workload expectations.</td>
</tr>
</tbody>
</table>

#### Research: Strengths/Weaknesses of Activities/Achievements, and Recommendations

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#### Teaching/Student Engagement

<table>
<thead>
<tr>
<th>Below Expectations</th>
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<th>Good</th>
<th>Excellent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problematic classroom or other teaching performance; unreliable advising or mentoring, and frequent unavailability; indifference toward or unreasonable resistance to meeting teaching standards.</td>
<td>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.</td>
<td>Fulfills all teaching responsibilities. Evidence of solid work in the classroom; some successful effort to improve; good reliable student mentoring and academic advising.</td>
<td>Fulfills all teaching responsibilities well. Evidence of overall excellence in teaching, advising, student mentoring; curriculum or program development.</td>
<td>Fulfills all teaching responsibilities very well. Demonstrable overall excellence in teaching, advising, and mentoring; leadership in course or curricular improvement, sharing of expertise.</td>
</tr>
</tbody>
</table>

#### Teaching: Strengths/Weaknesses of Activities/Achievements, and Recommendations

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*Adapted from MSU ADVANCE grant faculty performance review toolkit, CAL RPT Guidelines, and MSU RPT recommendation guidelines. Revised 2/10/18
### Engagement in Leadership/Service/Outreach

<table>
<thead>
<tr>
<th>Below Expectations</th>
<th>Needs Improvement</th>
<th>Good</th>
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<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>A minimal level of useful activity, relative to rank, seniority, and workload expectations, in serving the program, department, College, University or profession.</td>
<td>Consistently effective service at multiple organizational and professional levels appropriate to rank and seniority; shows initiative; responsive to needs of students, colleagues, and department.</td>
<td>Excellent initiative and effort with consistently beneficial results on important projects, appropriate to rank and position at multiple organizational and professional levels.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Engagement: Strengths/Weaknesses of Activities/Achievements, and Recommendations

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### Summary¹ and Outlook: Progress, Plans, and Future Promotions

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**Faculty Member Signature**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

**Department Chair(s) Signature**

| Date |

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Ⅰ I have a written response, and the response is attached.
Ⅱ I have a written response and have sent it to the chair.
Ⅲ I do not have a written response to this review.

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