

# College of Natural Science Annual Evaluation Form

## Academic Specialists, Fixed Term Faculty, Tenure System Faculty

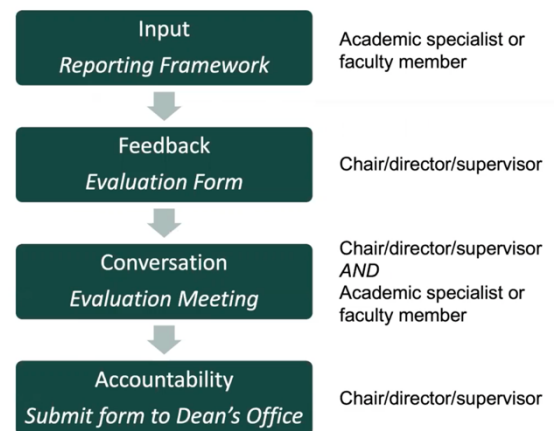
### 2024 NatSci Annual Evaluation Introduction

#### Purpose & Process:

Unit leaders (chairs, directors, supervisors) are asked to review the performance of academic specialists and faculty annually “to help [them] grow and develop personally and to better help the unit, college and University accomplish its mission and objectives”. Per [policy](#), this review must focus on “**outcomes and behaviors**”, and discuss methods and strategies for **professional development and improvement**. With this in mind, the college developed an Annual Evaluation Process for unit leader(s), academic specialists, and faculty to engage in direct and transparent conversations focused on **expectations and goals** at least once per year to strengthen alignment and mutual success. A single *Annual Evaluation Form* was designed to guide unit leaders as they evaluate the performance of academic specialists and faculty members in their unit. For additional information about the new *NatSci Annual Evaluation Process and Form* please watch this explanatory [video](#).

The **NatSci Annual Evaluation Process** includes the **steps** summarized in the figure:

1. **Input.** Follow the *NatSci Annual Reporting Framework*, as customized per Unit. Invite and receive academic specialist’s and/or faculty member’s *Annual Reflective Statement* and other requested inputs, including a *reflection on student learning* (optional for AY 2023-24) if the appointment includes teaching.
2. **Feedback.** Drawing from this input, unit leaders complete relevant rubrics supported by evidence within this *Annual Evaluation Form*.
  - The form provides a template and rubrics *for unit leaders* to conduct their review and submit to the College a consistent summary of progress that can be used to support equitable decisions including annual allocations from the Merit Raise Pool and the Equity and Excellence Market Pool.
  - The *Annual Evaluation Form* is NOT to be filled out by the academic specialist/faculty being reviewed.
  - Feel free to remove from the form evaluation elements that are not relevant to the specific review.
3. **Conversation.** Discuss performance. Recommended elements:
  - Review career aspirations and confirm clear feedback regarding expectations and milestones
  - Celebrate successes
  - Set future goals
  - Address how the unit might better support the individual to reach and sustain strong/leading performance
  - Confirm understanding of how the annual salary review process works
4. **Accountability.** Send the signed *Annual Evaluation Form* to the Dean’s Office as soon as completed and not later than **June 30** to assure consideration for annual salary review.



To support a robust conversation, this document invites:

#### Overall Progress / Aggregate Performance Summary that:

- describes overall performance across key areas
- considers RPT/C status and career aspirations
- highlights any performance areas needing attention and improvement to match career goals

#### Comments on Culture Contributions & Performance Context (above) that:

- emphasize contributions to key NatSci culture, climate, and values, specifically highlighting DEI
- create open dialogue about the performance context, beyond individual efforts, within the unit and college

#### Feedback in Evaluation Rubrics (below) that:

- focus on important performance contributions: administration, advising, curriculum development, outreach, research, service, and teaching
- support discussion of expectations and current performance levels with specific evidence/examples
- encourage goal setting and professional growth recommendations

## Evaluation Rubrics & Performance Feedback

Complete the **RELEVANT** rubrics based on individual appointment percentages plus any other activities that contribute to unit, program, or college success (as noted on page 1).

The information provided for each Rubric is important for equitable decisions within the college. Thank you for taking the time to reflect, discuss, and complete a valuable review for each academic specialist and faculty member in your unit.

For each relevant Rubric:

1. Choose the Performance Level (Not Meeting Expectations, Building, Strong, Leading) that best reflects the contributions for the year. Indicate your evaluation within the Rubric and in the Summary table on Page 1.
2. You may attach additional narrative, but you must fill out the **Evidence box** and the **Goals and Support box** for each relevant Rubric (input boxes will expand; you are welcome to include as much detail as desired).
3. All units are expected to submit completed evaluations in order to be considered for raises or awards. The Dean's Office will return incomplete forms to evaluators for correction and may not be able to consider individuals for raises or awards. Please refer any questions about how to complete forms or handle unique situations to [natscidean@msu.edu](mailto:natscidean@msu.edu).

Cross-college committees developed the Rubrics for each area of responsibility. Each Rubric describes 4 performance levels:

- **Not Meeting Expectations:** Performance is below expectations and actions to improve are required. *This rating indicates a need for learning, growth, and goal accomplishment in an area of contribution to meet expected performance standards.*
- **Building:** Performance meets most expectations and there are clearly articulated improvement goals that are likely to achieve desired results. *This rating indicates a time of focused growth and career development and will often apply to individuals new to a position/rank or adding a new area of contribution while developing approaches for success.*
- **Strong:** Performance meets all expectations, including regular professional reflection and clear goals. *This rating indicates success in an area of contribution. Regarding career progress, it conveys that the individual is on track to be able to meet RPT/C benchmarks if relevant.*
- **Leading:** Performance includes exceptional accomplishments with evidence of regular attainment of growth goals. Demonstrates *leadership* in area of responsibility at Unit, University, and/or national levels. This rating indicates *excellence beyond core expectations* for an area of responsibility and *recognizes performance and leadership that improve attainment of strategic priorities* of the unit, college, and/or university.

For further detail on unit expectations, please refer to the *Annual Reporting Framework Part 1 and Part 2* (obtain from your unit) when discussing the Evaluation Rubrics and completing this *Annual Evaluation Form*.

# College of Natural Science Annual Evaluation Form

## Academic Specialists, Fixed Term Faculty, Tenure System Faculty

### 2024 Annual Evaluation Summary

*When completed, please submit this entire form (all pages, with signatures) to the Dean's Office.*

<b>Academic Specialist / Faculty Name:</b>	
<b>Current Position:</b>	
<b>Reporting Period:</b>	Calendar year or Academic year
<b>Evaluator Name(s):</b> <i>e.g., Chair, Director, Supervisor, Peer Committee</i>	
<b>Date Submitted:</b>	

- ☐ **Pre-tenure faculty:** Review is for a tenure system faculty with a mandatory review date in the upcoming academic year (annual performance review needs to discuss promotion expectations and timeline for review, if appropriate)
- ☐ **Mid-career faculty:** Review is for a 3<sup>rd</sup> year or more senior tenured Associate Professor eligible for mid-career review (a 2-page reflective essay describing faculty's progress in research, teaching and leadership *since the last promotion* is also needed – see [Mid-Career Faculty Review Policy](#))

**This Annual Evaluation included:** *(please mark (x) all that apply)*

	Unit has completed <i>Reporting Framework Part 1</i> (Expectations)
	Academic specialist or faculty member provided a Written <i>Annual Reflective Statement</i> and other <i>Reporting Framework Part 2</i> documents (do not submit to Dean's Office)
	Chair/Director and FAS had a Performance Conversation reviewing the feedback provided in this form
	Mid-career reflective essay (mandatory for mid-career tenure stream faculty)
	Other (please describe):

#### Key Performance Areas & Overall Progress:

Performance Area	Official Appointment Percentages	Actual % Contribution (if different)*	Summary of Rubric Performance Level (Evaluate first on next pages, then indicate here - Not Meeting Expectations, Building, Strong, or Leading)
Administration			
Academic Undergraduate Advising			
Curriculum Development			
Outreach			
Research			
Service			
Teaching			
<b>OVERALL</b>	<b>100%</b>	<b>n/a</b>	<b>n/a</b>

*\* If contribution areas differ from official appointment percentages, discuss how to bring into alignment by changing official percentages or adjusting areas of effort.*

**Overall Progress / Aggregate Performance.** *To conclude performance conversation, clarify mandatory review date (including extensions). Describe overall performance across key areas and considering RPT/C status and career aspirations (e.g., on track for advancement)? Clearly note areas needing attention and improvement to support goals.*

Comments on Culture Contributions & Performance Context

(Concerns that rise to the level of Civil Rights and/or Title IX violations such as discrimination, harassment, stalking, sexual assault, and relationship violence must be reported to [MSU Office of Institutional Equity](#).)

**DEI:** Describe contributions to advancing diversity, equity, and inclusion in the unit/college/university and/or highlight areas for improvement. Give specific examples of successes and/or work in progress.

**Culture and Climate:** Describe contributions to the culture and climate of the unit and/or highlight areas for improvement. Give specific examples of successes and/or work in progress.

**Performance Context:** Describe performance factors beyond individual control within the unit or college – performance enhancers and/or limiters. Give specific examples of success factors that are important to sustain, and/or list possible actions to address any concerns or barriers to success.



## Administration

Administrative duties include planning, organizing, staffing, directing, coordinating, reporting, and budgeting (POSDCORB) activities related to program or unit operations and maintenance of key documents, correspondence, and files. Some roles will have an explicit appointment percentage; however, since many roles include administrative work within other areas of responsibility, you may opt to include this rubric to acknowledge the potentially significant time investments that contribute to unit, program, or college success. This rubric should be completed in collaboration with the person overseeing the administrative duties, if different from the primary supervisor.

<input type="checkbox"/> Not Meeting Expectations	<input type="checkbox"/> Building	<input type="checkbox"/> Strong	<input type="checkbox"/> Leading
<p>Does not meet the expectations of administrative duties as outlined in the position description, fails to adhere to college/university policies, or has ineffective professional interactions with peers or direct reports, with no clear efforts to improve.</p> <p>May include work that is disorganized, inaccurate, incomplete, and/or misses important deadlines.</p>	<p>Meets most expectations of administrative duties as outlined in the position description or other standards.</p> <p>Has articulated clear goals and active steps to reach full performance with administrative responsibilities.</p> <p>Acknowledges/takes responsibility for problems and works to address them including seeking mentoring as needed (may or may not be successful).</p>	<p>Consistently and successfully manages administrative responsibilities as outlined in the position description or other standards.</p> <p>Proactively corrects deficiencies or mistakes.</p> <p>Aligns administrative work with NatSci mission, values, and strategic priorities.</p> <p>Completes administrative duties in a way that contributes positively to unit development and to an inclusive and equitable unit culture.</p>	<p>Accomplishments in all areas under Strong, plus highly effective administrative decisions, processes, leadership, and communication.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>- administrative system improvements that result in significant contributions to objectives of the unit, college, or university</li> <li>- administrative interactions that provide leadership in unit or institutional efforts to enhance DEI</li> </ul>

**Evidence.** Describe specific evidence or examples that led to your Administration rating. *Note how performance does or does not align with expectations relative to rank, position, and workload expectations.*

**Goals & Support.** Identify areas for growth and provide specific improvement recommendations related to Administration. *Also list ways in which the unit will support individual efforts.*

## Advising (Academic Undergraduate)

Academic advisors assist, support, and develop undergraduate students to reduce time to degree, increase graduation rates, close opportunity gaps, create an inclusive community, and help students become globally engaged citizens.

<input type="checkbox"/> Not Meeting Expectations	<input type="checkbox"/> Building	<input type="checkbox"/> Strong	<input type="checkbox"/> Leading
<p>Advising practice does not meet <a href="#">MSU Core Expectations for Academic Advisors</a>, including up-to-date knowledge of policies, procedures, resources, and tools.</p> <p>No evidence of efforts to create an inclusive environment.</p> <p>Minimal engagement with students.</p> <p>Limited or no attention to how advising practice plays a role in student success (e.g., approaches advising as largely a course scheduling activity).</p>	<p>Clear evidence of efforts to develop an Advising practice that meets all <i>MSU Core Expectations for Academic Advisors</i>, including up-to-date knowledge of policies, procedures, resources, and tools.</p> <p>Clear effort to create inclusive environments and foster a sense of belonging.</p> <p>Evidence of positive student engagement.</p> <p>Evidence of specific goals and efforts to develop a holistic advising approach that positively impacts student progress, retention, time to degree, and career outcomes.</p>	<p>Clearly established Advising practice that adheres to <i>MSU Core Expectations for Academic Advisors</i> and maintains the most up-to-date knowledge of policies, procedures, resources, and tools.</p> <p>Clear evidence of success creating an inclusive environment and fostering a sense of belonging.</p> <p>Evidence of positive and proactive student engagement.</p> <p>Evidence of holistic Advising approaches with positive impacts on student progress, retention, time to degree, and favorable career outcomes.</p> <p>Clear professional development goals and future Advising plans with high likelihood of successful completion.</p>	<p>Accomplishments in all areas under “Strong” plus exceptional contributions to Advising.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>- bringing forward ideas and designing approaches or programs to enhance student success within NatSci</li> <li>- mentoring to positively influence and enhance success of other Advisors within the unit, college, or university</li> <li>- leadership and impact in the Advising profession at MSU and externally.</li> </ul>

**Evidence.** Describe specific evidence or examples that led to your Advising rating. *Note how performance does or does not align with expectations relative to rank, position, and workload expectations.*

**Goals & Support.** Identify areas for growth and provide specific improvement recommendations related to Advising. *Also list ways in which the unit will support individual efforts.*

## Curriculum Development Curriculum development involves providing content-related support to course, curriculum and/or instructional development activities.

<input type="checkbox"/> Not Meeting Expectations	<input type="checkbox"/> Building	<input type="checkbox"/> Strong	<input type="checkbox"/> Leading
<p>Not meeting unit curriculum development expectations, with no demonstrated effort to improve.</p> <p>No indication that evidence is used to understand the impact of curricular change on student learning.</p>	<p>Meets most curriculum development expectations for the unit and is making demonstrated effort to improve.</p> <p>Evidence of concrete, specific curriculum goals for the coming year, and reflection on past progress.</p>	<p>Meets unit curriculum development expectations.</p> <p>Uses evidence to understand the impact of curricular development on student learning.</p> <p>Effectively implements evidence-based curricular reform or innovations to enhance student learning and/or inclusion</p>	<p>Exceptional contributions to Curriculum Development.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>- significant impact on student learning and/or progression</li> <li>- work across courses/units to improve overall curriculum</li> <li>- mentoring colleagues in curriculum development</li> <li>- development of curricula and teaching strategies designed to enhance inclusion</li> </ul>

**Evidence.** Describe specific evidence or examples that led to your Curriculum Development rating. *Note how performance does or does not align with expectations relative to rank, position, and workload expectations.*

**Goals & Support.** Identify areas for growth and provide specific improvement recommendations related to Curriculum Development. *Also list ways in which the unit will support individual efforts.*



**Outreach** Outreach involves engagement and scholarship that fosters public access to university expertise and resources. Areas may include children, youth, and families; community and economic development; health and well-being; PreK-16 education; scholarship of engagement; and service-learning and civic engagement.

<input type="checkbox"/> Not Meeting Expectations	<input type="checkbox"/> Building	<input type="checkbox"/> Strong	<input type="checkbox"/> Leading
<p>Does not meet unit outreach expectations as outlined in <i>Annual Reporting Framework</i>, with no clear effort to improve.</p> <p>Little or no evidence of knowledge sharing activities, partnership engagement, or successful outreach project management.</p> <p>No clear effort to create an inclusive environment or support DEI efforts in outreach.</p>	<p>Meets most unit outreach expectations and demonstrates clear efforts and goals for improvement.</p> <p>Evidence of efforts to expand/ improve knowledge sharing activities, partnership engagement, and/or outreach project management.</p> <p>Makes a clear effort to create inclusive environments and foster diversity and equity in outreach projects.</p>	<p>Meets unit outreach expectations to foster public access to university expertise and resources.</p> <p>Successfully manages outreach responsibilities and projects to disseminate knowledge to the public through community-based activities.</p> <p>Creates an inclusive, diverse and equitable environment in outreach activities.</p> <p>Evidence of setting and achieving goals for professional outreach and program development.</p>	<p>Exceptional contributions toward unit/ college/university outreach priorities.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>- creates new high-impact knowledge sharing activities with the broader community</li> <li>- builds and maintains relevant external partnerships</li> <li>- holds leadership roles related to outreach in professional organizations</li> <li>- external recognition for outreach</li> <li>- activities and events result in deeper engagement (e.g., expanding attendance, recruiting)</li> <li>- excels in outreach project development and management</li> <li>- provides leadership in creating an inclusive, diverse, and equitable environment in outreach programs</li> </ul>

**Evidence.** Describe specific evidence or examples that led to your Outreach rating. *Note how performance does or does not align with expectations relative to rank, position, and workload expectations.*

**Goals & Support.** Identify areas for growth and provide specific improvement recommendations related to Outreach. *Also list ways in which the unit will support individual efforts.*

**Research** As a robust performance area within the college, Research responsibilities vary over a career, across units, and from role to role. Please provide an evaluation for the relevant activities within the context of unit and position expectations. For example, some people have a primary responsibility to secure grant funding; others support grant proposals; others do not play a role in grant funding. (Concerns about Research Misconduct must be reported to [MSU Research Integrity Office](#).)

Position-relevant expectations ( <i>rate all that apply</i> ):	<input type="checkbox"/> <b>Not Meeting Expectations</b>	<input type="checkbox"/> <b>Building</b>	<input type="checkbox"/> <b>Strong</b>	<input type="checkbox"/> <b>Leading</b>
<b>Grant Funding</b>  <input type="checkbox"/> Applies <input type="checkbox"/> N/A	<input type="checkbox"/> <b>Not Meeting Expectations</b>  Minimal efforts to support applications for grant funding, at a quantity or quality below <i>unit expectations given rank, position, and workload</i> , with lack of reflection on progress or evidence of effort to increase grant funding.	<input type="checkbox"/> <b>Building</b>  Grant funding contributions or leadership meets most <i>unit expectations given rank, position, and workload expectations</i> , with concrete, achievable goals for the coming year and evidence of effort to improve.	<input type="checkbox"/> <b>Strong</b>  Grant funding contributions (e.g., grant proposal writing and submission) or leadership meets <i>unit expectations given rank, position, and workload expectations</i> .  Research funding levels and/or partnerships meet <i>unit expectations given rank, position, and workload expectations</i> .	<input type="checkbox"/> <b>Leading</b>  Exceptional grant funding achievements <i>relative to rank, position, and workload expectations</i> .  Evidence may include: - consistent and sufficient research funding and/or partnerships
<b>Investigation/ Creative Effort</b>  <input type="checkbox"/> Applies <input type="checkbox"/> N/A	<input type="checkbox"/> <b>Not Meeting Expectations</b>  Minimal amount of research activity, and/or quality below <i>unit expectations given rank, position, and workload</i> , with lack of reflection on progress and evidence of effort to improve.	<input type="checkbox"/> <b>Building</b>  Research activity meets most <i>unit expectations given rank, position, and workload expectations</i> , with concrete, appropriate research goals for the coming year with reasonable likelihood of completion.	<input type="checkbox"/> <b>Strong</b>  Research activity meets <i>unit expectations given rank, position, and workload expectations</i> .  There is evidence of clear future research plans with high likelihood of successful completion.	<input type="checkbox"/> <b>Leading</b>  Exceptional research activity and scholarly achievements <i>relative to rank, position, and workload expectations</i> .  Evidence may include: - leadership in the research field and disciplinary impact
<b>Lab/Core Facility Operations and Management</b>  <input type="checkbox"/> Applies <input type="checkbox"/> N/A	<input type="checkbox"/> <b>Not Meeting Expectations</b>  Lab/Core lacks the latest up-to-date equipment/technologies/protocols.  Research community advising on new technologies/equipment required for external funding is weak or lacking.  Services are not provided in a timely or professional manner.	<input type="checkbox"/> <b>Building</b>  Lab/Core is early stages of becoming established.  Lab/Core equipment/technology are falling behind, but efforts are being made to secure funding needed to upgrade.  Lab/Core is building relationships to research community to better advise on new technologies/equipment to maintain competitive research environment for external funding.	<input type="checkbox"/> <b>Strong</b>  Lab/Core offers standard equipment/technologies/protocols.  Advises research community on standard technologies/equipment to maintain competitive research environment for external funding.  Services are provided mostly in a timely and professional manner by a competent and professional staff.  Record of advancing DEI in staff.	<input type="checkbox"/> <b>Leading</b>  Lab/Core offers the leading-edge up-to-date equipment/technologies/protocols.  Advises research community on latest technologies/equipment to maintain competitive research environment for external funding.  Services are provided in a timely and professional manner by a competent and professional staff.  Record of advancing DEI in staff.

		Lab/core is in process of recruiting and training a competent and professional staff.		
<b>Researcher Mentoring</b>  <input type="checkbox"/> Applies <input type="checkbox"/> N/A	<input type="checkbox"/> <b>Not Meeting Expectations</b> Has mentoring responsibilities but engages minimally with undergraduates, graduate students, or post-doc research advisees, contributing to delays in progress, retention, time to degree, and/or favorable career outcomes, with lack of reflection on relationships and evidence of effort to improve.  Does not complete required annual written reports for graduate students.  Does not create a supportive, inclusive environment in research group.  Tolerates incivility.	<input type="checkbox"/> <b>Building</b> Mentoring quality (e.g., availability, active listening, and guidance) meets most <i>unit expectations given rank, position, and workload expectations</i> , with specific goals and evidence of effort to improve.  Seeks consultation with colleagues to identify approaches that fit the unique needs, strengths, and weaknesses of mentees.	<input type="checkbox"/> <b>Strong</b> Mentors future researchers in accordance with <a href="#">MSU Guidelines for Graduate Student Mentoring and Advising</a> .  Evidence of mentoring of undergraduate, graduate, and/or postdoctoral researchers in an inclusive and equitable manner.  Successful mentoring of undergraduate, graduate, and/or post-doc researchers as evidenced by their timely progress and quality work outputs.  Supports mentees' pursuit of experiences aligned with career goals.	<input type="checkbox"/> <b>Leading</b> Exceptional mentoring <i>relative to rank, position, and workload expectations</i> .  Evidence may include: <ul style="list-style-type: none"> <li>- placement of mentees in positions aligned with career goals</li> <li>- offering career skill development workshops for multiple students to participate in (e.g., invite visiting professionals, grant writing)</li> <li>- contributions to student mentoring with impact beyond research group</li> <li>- mentoring mentors – serving as a role model and sounding board to other faculty in mentoring students</li> <li>- directing a training grant overseeing mentorship of students across research groups</li> </ul>
<b>Dissemination of Findings</b>  <input type="checkbox"/> Applies <input type="checkbox"/> N/A	<input type="checkbox"/> <b>Not Meeting Expectations</b> Minimal amount of dissemination of research output in sources such as peer-reviewed journals or other position- and discipline-relevant publications or information channels, with lack of reflection on publication output and evidence of effort to improve.	<input type="checkbox"/> <b>Building</b> Peer-reviewed scholarship, and/or research dissemination in other position- and discipline-relevant sources meets most <i>unit expectations given rank, position, and workload expectations</i> , with concrete, achievable goals for the coming year and evidence of effort to improve.	<input type="checkbox"/> <b>Strong</b> Meets <i>unit expectations given rank, position, and workload expectations</i> for appropriate dissemination of research output in sources such as peer-reviewed journals or other discipline-relevant publications.  Evidence of disciplinary or professional impact through invited presentations or conference activity.	<input type="checkbox"/> <b>Leading</b> Exceptional research dissemination achievements <i>relative to rank, position, and workload expectations</i> .  Evidence may include: <ul style="list-style-type: none"> <li>- publication in high-impact peer-reviewed journals, or other prominent discipline-relevant outlets</li> </ul>

**Evidence.** Describe specific evidence or examples that led to your Research rating. *Note how performance does or does not align with expectations relative to rank, position, and workload expectations.*

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<b>Goals &amp; Support.</b> Identify areas for growth and provide specific improvement recommendations related to Research. <i>Also list ways in which the unit will support individual efforts.</i>
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**Service** Academic service includes contributions of time, energy, and the leadership that apply professional training and competence to issues and problems of significance internally (e.g., via committee work, mentoring of colleagues) and to scholarly and professional organizations.

<input type="checkbox"/> Not Meeting Expectations	<input type="checkbox"/> Building	<input type="checkbox"/> Strong	<input type="checkbox"/> Leading
<p>Little or no meaningful activity in serving the unit, college, institution, or profession.</p> <p>Level or quality of service does not meet unit expectations as described in the <i>Annual Reporting Framework</i>, with no evidence of efforts to improve contributions.</p>	<p>Investments in serving the unit, college, institution, or profession meet most <i>unit expectations given rank, position, seniority, and workload expectations</i>, with concrete goals for the coming year and evidence of taking action to improve contributions.</p>	<p>Level and quality of service meets <i>unit expectations given rank, position, seniority, and workload expectations</i>.</p> <p>Consistent and effective service at organizational and/or professional levels appropriate to rank, seniority, and milestones for career aspirations.</p> <p>Effectively collaborates on service efforts in an inclusive and equitable manner.</p>	<p>Exceptional service contributions toward unit/college/university strategic priorities.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>- high quality service contributions in multiple organizational and/or professional roles</li> <li>- effective leadership in service activities</li> <li>- mentoring colleagues and/or creating groups to support overall success and career milestone goals</li> <li>- commitment to service efforts to enhance DEI</li> </ul>

**Evidence.** Describe specific evidence or examples that led to your Service rating. *Note how performance does or does not align with expectations relative to rank, position, and workload expectations.*

**Goals & Support.** Identify areas for growth and provide specific improvement recommendations related to Service. *Also list ways in which the unit will support individual efforts.*

## Teaching For the purposes of this evaluation, teaching focuses on instruction in undergraduate and graduate courses, including classes, labs, seminars, field and clinical settings.

☐ There is evidence that the [MSU Code of Teaching Responsibility](#) has been violated, or that a hostile classroom environment has been created.

**If the Code Violations box is checked, do not submit a Teaching Rubric rating.**

<input type="checkbox"/> Not Meeting Expectations	<input type="checkbox"/> Building	<input type="checkbox"/> Strong	<input type="checkbox"/> Leading
<p>Not meeting unit teaching expectations, with little or no evidence of reflection on student learning and/or attempts to improve student outcomes.</p> <p><b>*NOTE: Reflection on student learning is <i>optional</i> for AY 2022-23</b></p>	<p>Meets most unit teaching expectations, with clear evidence of thoughtful reflection on teaching progress and student learning, articulation of specific teaching goals for the coming year, and effort to improve.</p>	<p>Meets unit teaching expectations.</p> <p>Uses evidence-based teaching practices to create an environment and classroom culture to encourage students to engage in their learning.</p> <p>Thoughtfully reflects on teaching and uses evidence of student learning and mastery of learning objectives to guide decisions about classroom instruction and develop revisions to instruction.</p> <p>Makes a clear effort to create inclusive learning environments.</p> <p>If available for the role, achieves satisfactory student perceptions of learning gains and instructional quality.</p>	<p>Accomplishments in all areas in Strong, plus exceptional contributions to teaching.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>- teaching leadership or mentoring within unit, college, institution, or profession</li> <li>- contributing significantly to unit culture in support of teaching and learning</li> <li>- participating in peer teaching groups to exchange ideas among trusted colleagues</li> <li>- secures grants to support high-quality instruction</li> <li>- a strong record of advancing DEI through instruction or mentoring</li> <li>- outstanding student perceptions of learning gains and instructional quality</li> </ul>

**Evidence.** Describe specific evidence or examples that led to your Teaching rating. *Note how performance does or does not align with expectations relative to rank, position, and workload expectations.*

**Goals & Support.** Identify areas for growth and provide specific improvement recommendations related to Teaching. *Also list ways in which the unit will support individual efforts.*



## Annual Evaluation Form Acceptance

**Faculty / Academic Specialist:** Please mark (X) one and sign below to confirm receipt of this Annual Evaluation Form.

<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 directly to <a href="mailto:natscidean@msu.edu">natscidean@msu.edu</a> .
<input type="checkbox"/>	I do not have a written response to this review.

Please refer any unresolved questions or concerns about this annual review to [natscidean@msu.edu](mailto:natscidean@msu.edu).

Faculty or Academic Specialist Signature	Date

Evaluator Signature(s)	Date

*Please submit the signed Annual Evaluation Form to the Dean's Office as soon as completed and not later than June 30 to assure consideration for annual salary review.*

### Input from Annual Evaluation Form to Annual Salary Review

Annual salary raises for non-union faculty and academic specialists are funded centrally. For non-union faculty and academic specialists, the Board of Trustees approves a salary **Merit Raise Pool**, which is based on a certain percentage of university-wide faculty and academic specialist salaries. NatSci retains a portion of its merit raise pool (**Dean's Withhold**) and the remainder of the pool is distributed to the units. For example, if the raise pool is 3%, the college may keep ~0.5% in the Dean's Withhold, and 2.5% is given to the units. Units follow their internal procedures for determining how the merit raise pool is distributed within the unit, and the chair/director sends the unit merit raise recommendations to the college. College leadership reviews all the unit recommendations and uses the Dean's Withhold to honor prior commitments (e.g., retentions) and to address salary inequities. The college looks for general alignment of recommendations with annual performance evaluations that are turned in to the college each year. Annual raises for UNTF faculty are determined by the UNTF contract for the UNTF portion of their appointments.

A separate **Equity and Excellence Market Pool** funded by the Provost's Office is also distributed to the college. All faculty and academic specialists are eligible for Equity and Excellence Market raises. The amount varies by year but is typically in the range of 1-2% of the overall salary pool. Equity and Excellence Market raises are used to both 1) recognize faculty and academic specialists who are consistently recognized as meritorious by peers at MSU or at comparable institutions (e.g., major national/international award, flight risk), and 2) recognize faculty and academic specialists who are making a significant contribution to the college and whose salaries are materially below peers. NatSci asks units to make Equity and Excellence raise recommendations and these recommendations must have an explicit written rationale. College leadership also considers non-union faculty and academic specialists not recommended by unit leader and makes recommendations for Equity and Excellence raises to the Provost's Office, which has final approval on these raises.