



Faculty Evaluation

Performance Evaluation Process for Full-Time Faculty

Performance evaluation is an assessment of a faculty member's professional competency in an instructional role and as a contributor to institutional goals. A comprehensive performance evaluation provides formative guidance and direction to facilitate and promote faculty growth and improvement.

I. EVALUATION COMPONENTS

A. SELF-EVALUATION

The purposes of self-evaluation are to use the faculty member's self-knowledge to establish goals, acknowledge strengths, and develop strategies for improvement. This information, along with student and administrative evaluations, provides valuable insights into creating professional development plans for growth and improvement.

B. STUDENT EVALUATION

The purposes of student evaluation are to provide a comparative element, broad-scope feedback, and a general assessment of instructor effectiveness as perceived by students.

C. ADMINISTRATIVE EVALUATION

The purposes of administrative evaluation are to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of a faculty professional development plan.

II. EVALUATION PROCESS

A. ANNUAL CYCLE

During the first three years of employment, new faculty members will undergo administrative analysis and evaluation of professional performance each year. Faculty will complete an annual performance evaluation based upon:

- Self-evaluation
- Student evaluation of each course taught each semester

- Classroom observation by the respective chair and/or dean at least once per academic year
- Administrative assessment of overall faculty performance based on job description

B. COMPREHENSIVE CYCLE

Following the first three years, a faculty member will complete a comprehensive performance evaluation at least once every three years thereafter based upon:

- Self-evaluation
- Student evaluation of three course sections taught each year
- Classroom observation by the respective chair and/or dean at least once during the evaluation year
- Administrative assessment of overall faculty performance based on job description

C. PERFORMANCE EVALUATION

The performance evaluation process shall consist of a self-evaluation and a Professional Development Plan [PDP] each year for all faculty members, a comprehensive evaluation annually for new faculty members (first three years) and a comprehensive evaluation for all faculty members every third year after the first three years. The chair and/or dean shall complete the Summative Performance Evaluation for Full-time Faculty. Copies of this completed form shall be forwarded to the Provost and the faculty member. The original shall be forwarded to Human Resources for inclusion in the faculty member's personnel file.

D. PROFESSIONAL DEVELOPMENT PLAN (ANNUAL CONFERENCE)

Annually, the department chair and/or school dean and faculty member jointly shall compose a Professional Development Plan for the next academic year taking into consideration specific areas of instructional performance that may need attention, the professional development of the individual, and institutional goals.

E. EVALUATION PERFORMANCE RESOURCES AND FORMS

The following forms and guidelines are provided to assist in the performance evaluations and professional development plans:

- Performance Evaluation Process for Full-time Faculty (see above)
- Self-Evaluation of Performance for Full-time Faculty Template (completed annually by each faculty member)
- Summative Performance Evaluation for Full-time Faculty Template (completed by the chair and/or dean as part of the probationary and comprehensive cycle)
- Professional Development Plan (PDP) for Full-time Faculty Template (completed annually by each faculty member)
- Full-time Faculty Contractual Description

SHORTER UNIVERSITY

Self-Evaluation of Performance for Full-time Faculty

To be completed annually by each faculty member

NAME _____ ACADEMIC YEAR _____

SCHOOL _____ DEPARTMENT _____

Based on the current year Professional Development Plan, complete this self-evaluation form

I. EFFECTIVE TEACHING & STUDENT LEARNING

II. SERVICE TO INSTITUTION AND COMMUNITY

III. EDUCATIONAL LEADERSHIP (Professional Development)

IV. COMMITMENT TO UNIVERSITY PURPOSE

FACULTY MEMBER _____ DATE _____

SHORTER UNIVERSITY

Summative Performance Evaluation for Full-time Faculty

To be completed by the department chair and/or dean as part of the evaluation cycle

NAME _____ ACADEMIC YEAR _____

SCHOOL _____ DEPARTMENT _____

I. EFFECTIVE TEACHING & STUDENT LEARNING

II. SERVICE TO INSTITUTION AND COMMUNITY

III. EDUCATIONAL LEADERSHIP (Professional Development)

IV. COMMITMENT TO UNIVERSITY PURPOSE

V. DEPARTMENT CHAIR SUMMARY/CONCLUSIONS/COMMENTS

VI. SCHOOL DEAN SUMMARY/CONCLUSIONS/COMMENTS

FACULTY COMMENTS (if desired)

DEPARTMENT CHAIR _____ DATE _____

SCHOOL DEAN _____ DATE _____

FACULTY MEMBER _____ DATE _____

SHORTER UNIVERSITY

Professional Development Plan [PDP] for Full-time Faculty

To be completed annually by each faculty member in consultation with department chair
and/or school dean

NAME _____ ACADEMIC YEAR _____

SCHOOL _____ DEPARTMENT _____

During the evaluation conference, the chair and/or dean and faculty member jointly shall compose a Professional Development Plan [PDP] for the next academic year taking into consideration specific areas of instructional performance that may need attention, the professional development of the individual, and institutional goals.

PDP FOR THE NEXT ACADEMIC YEAR

(To be completed as a draft by the faculty member before the conference with the respective chair and/or dean, and then finalized during that meeting.)

I. EFFECTIVE TEACHING & STUDENT LEARNING

II. SERVICE TO INSTITUTION AND COMMUNITY

III. EDUCATIONAL LEADERSHIP (Professional Development)

IV. COMMITMENT TO UNIVERSITY PURPOSE

PROFESSIONAL ASSIGNMENT FOR THE NEXT ACADEMIC YEAR

I. NARRATIVE OF TEACHING ASSIGNMENTS AND OTHER ACTIVITIES [e.g., overloads, course development, program/ curriculum revision, technology innovation]

FACULTY MEMBER _____ DATE _____

DEPARTMENT CHAIR _____ DATE _____

SCHOOL DEAN _____ DATE _____

FACULTY/CHAIR/DEAN COMMENTS (if desired)

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Full-time Faculty Contractual Role

The contractual obligation of the faculty is to support the implementation of the educational mission and goals of the University. The faculty participates in University governance and long-range planning through membership and participation in committees, councils and task forces. The faculty is expected to continue development in professional growth and competence, and is encouraged to participate in service to the community.

Before the beginning of each academic year, the faculty and respective department chairs and/or school deans will meet and establish the distribution of each assignment within these four primary responsibility areas: effective teaching and student learning, service to institution and community, educational leadership (professional development), and commitment to University purpose. The percentages listed in each area below may be adjusted as the respective chair and/or dean and faculty member meet to determine the workload assignment for the next year.

a. Effective Teaching & Student Learning [65%]

The faculty will fulfill their responsibilities for effective teaching and the facilitation of student learning, which include but are not limited to:

- Teaching students in courses as assigned
- Remaining current in their respective disciplines
- Meeting all classes at the appointed time and for the scheduled amount of time
- Identifying course objectives and implementing appropriate assessment activities
- Grading students fairly and consistently
- Developing and implementing program assessment activities
- Being prepared for classes with appropriate handouts, laboratory materials, tests, and syllabi
- Using varying instructional methods and media to address diverse student learning styles
- Following institutional standards and procedures for student attendance and grade reporting
- Providing the Provost, dean, department chair, and each student with a copy of the syllabus for each class (in the required electronic format per policy)

b. Service to Institution and Community [20%]

The faculty will contribute in service to the institution and community, which includes but is not limited to:

- Attending all department, division, and faculty meetings
- Participating in decisions about textbook selections, course scheduling, budget development, and course and program review or additions

- Advising students in academic and program areas
- Being involved with student organizations and/or activities
- Serving on internal governance committees, sub-committees, and other University task forces and committees
- Participating in search committees
- Participating in continuing education activities
- Participating in community activities related to the University mission and goals
- Participating in public forums
- Presenting or producing seminars, lecture series, concerts, exhibits, plays, etc.
- Training or consulting in business and industry

c. Educational Leadership (Professional Development) [10%]

The faculty will engage in activities that develop and demonstrate their abilities as educational leaders, which may include but are not limited to

- Participating in interdisciplinary or disciplinary workshops and conventions
- Research about effective teaching and student learning
- Creative activities such as writing, research, editing, and artistic performance or exhibition
- Pursuing and completing additional educational course work
- Developing and presenting in service workshops and faculty development programs
- Active membership, conference attendance, and service to professional and educational associations or organizations

d. Commitment to University Purpose [5%]

Actually the foundation upon which every faculty role exists is commitment to the purpose and mission of the University. Faculty will engage in activities that demonstrate a commitment to the mission and purpose of the University as a Christian institution. Please provide a list of the activities that indicate your support.