

Pfeiffer University Faculty Evaluation

All faculty members will be evaluated on 5 general areas, according to the Pfeiffer University Faculty Handbook: teaching, advising, scholarly/creative activity, service to the university, and service to the community. It will be up to individual members of the faculty, in collaboration with their respective supervisors and consistent with university & departmental goals, to determine the relative weight of each general area for the appraisal of performance.

SECTION 1: TEACHING AND INSTRUCTION

Evaluation Weight: (40% to 65%)

Teaching includes all forms of instruction and is the most important responsibility of the faculty. Teaching competencies characterized by a command of the subject matter of the pertinent discipline, enthusiasm for the subject, stimulating classroom presentation and creativity in methodology.

Exceptional Performance

There is evidence that teaching and instruction has been performed that is well above the level expected by faculty in terms of faculty rank, professional contribution to the profession, and university. These activities are of an exceptionally high quality, meriting national or widespread recognition. Evidence includes extensive continuing time and effort.

Professional level

There is evidence that teaching and instruction has been performed that is above or at the level expected by faculty in terms of faculty rank, professional contribution to the profession and the university. Evidence includes substantial time and effort committed to teaching and instruction.

Improvement Needed

There is evidence that teaching and instruction has been performed, but it is below the level expected by faculty in terms of faculty rank. The faculty member interacts minimally with students outside of the classroom environment. Evidence includes limited time and effort associated with teaching and instruction.

Unprofessional Performance

There is little or no evidence that teaching has been performed adequately. Opportunities to receive feedback and/or to share in discussions of pedagogical technique have been rejected.

Minimum Requirements

The following minimum requirements apply to all faculty: meets and holds assigned classes at scheduled times; maintains academic records including grades, attendance, tests, papers, etc.; holds regularly scheduled office hours; and attends faculty meetings, functions and activities.

Element	1. Exceptional Performance Exceeds expectations	2. Professional Level Performance Meets expectations	3. Improvement Needed Does not meet expectations	4. Unprofessional Performance
<p>1.0 Content Expertise (30%) 1.1 keeping information current 1.2 participating in program review 1.3 maintaining licensure</p>	<p>Faculty member meets all criteria in column 3 and also 4 or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Attended a content area workshop, performance, exhibit (as appropriate to discipline) 2. Attended national or regional conference in discipline 3. Presented at regional or national conference 4. Participated in reviewing published textbooks in content field 5. Published an article in discipline within the last 3 years 6. Developed content area workshop for faculty in discipline 7. Consulted with another organization 	<p>Faculty member meets all criteria in column 3 and also 2 of the following criteria:</p> <ol style="list-style-type: none"> 1. Attended a content area workshop, performance, exhibit (as appropriate to discipline) 2. Attended local, regional, or national professional meeting, conference, or workshop in discipline 3. Developed content area workshop for faculty in discipline 4. Can document continued personal learning via reading 5. Other as determined by faculty member in conjunction with supervisor. 	<p>Faculty member meets minimal requirements for demonstrating content expertise, but no more:</p> <ol style="list-style-type: none"> 1. Maintains appropriate license or certification for content area 2. Holds terminal degree in related subject matter 3. Maintains subscriptions to journals in discipline 4. Able to answer student questions (according to student evaluations and observation by peer) 5. Pays attention in syllabus to professional standards/competencies/goals 	<p>Faculty member consistently fails to meet most or all of the minimal criteria provided in column 3.</p>

	<p>in one's area of expertise</p> <p>8. Held an exhibit or performance of one's discipline-specific creative work</p> <p>9. Other as determined by faculty member in conjunction with supervisor.</p>			
<p>2.0 Instructional Delivery (30% (determined by student evaluations</p> <p>2.1 Using class time effectively</p> <p>2.2 Using effective instructional techniques and tools</p> <p>2.3 Stimulating student interest and achievement</p> <p>Criteria are evaluated primarily by student evaluations and by peer observations.</p>	<p>Faculty member meets all criteria in column 3 and also 3 or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Regularly matches pedagogical methods and techniques to both the material and the students 2. Instills enthusiasm for material in many students 3. Attends conference or workshop on instructional delivery 4. Presents workshop on instructional delivery methods 5. Other as determined 	<p>Faculty member meets all criteria in column 3 and also 2 or more of the following:</p> <ol style="list-style-type: none"> 1. Uses a variety of pedagogical methods and techniques to convey material. 2. Instills enthusiasm for material in some students 3. Provides regular and sufficient feedback to students to allow for improvement 4. Attends conference or workshop on instructional delivery 5. Creates an 	<p>Faculty member meets all or most of the following minimal criteria, but does not go beyond:</p> <ol style="list-style-type: none"> 1. Typically well-prepared and organized. 2. Typically presents material clearly and follows up when students do not understand the material. 3. Treats all students with respect. 4. Explains clearly what is expected 	<p>Faculty member consistently fails to meet most or all of the minimal criteria Provided in column 3.</p>

	by faculty member in conjunction with supervisor.	environment for learning 6. Other as determined by faculty member in conjunction with supervisor.	clearly stated and applied equitably 6. Conveys personal interest in the subject matter. 7. Returns assignments and tests in a reasonable time period.	
3.0 Instructional Design (25%) 3.1 Developing new course materials 3.2 Developing new courses 3.3 Designing effective instructional tools 3.4 Evaluating student learning 3.5 Incorporating writing intensive curriculum into course 3.6 Selecting textbooks	Faculty member consistently meets all criteria in column 3 and also 3 or more of the following: 1. Develops new course 2. Regularly matches variety of instructional tools (lecture, group projects, audio/visual presentation, use of technology in classroom) to the material being presented and the learning styles reflected by the students	Faculty member regularly meets all criteria in column 3 and also 1 or more of the following: 1. Revises significantly a course, updating the instructional design 2. Incorporated service learning into coursework. 3. Participates actively with content peers in choosing and using a current and suitable textbook 4. Other as determined by faculty member in conjunction with supervisor.	Faculty member consistently meets (if at all) most of the following minimal criteria: 1. Submits course syllabi in the approved university format 2. Submits syllabi and/or course documents that reflect a variety of instructional tools (lecture, group projects, audio/visual presentation, use of technology in classroom) 3. Provides evidence of	Faculty member regularly fails to meet all or most of the criteria listed in column 3.

	<ol style="list-style-type: none"> 3. Matches assessment strategies (written exams, quizzes, projects, performance, oral presentation) to course objectives and departmental learning outcomes 4. Incorporates service learning into coursework. 5. Incorporates writing across the curriculum criteria into course. 6. Takes leadership role in reviewing and choosing text(s) to be used 7. Other as determined by faculty member in conjunction with supervisor. 		<p>use of multiple assessment strategies (written exams, quizzes, projects, performance, oral presentation)</p> <ol style="list-style-type: none"> 4. Creates syllabus that reflects appropriate textbook for course 	
<p>4.0 Course Management (15%)</p> <p>4.1 Supervising clinical and internship experiences</p> <p>4.2 Managing activities, materials, and tools</p>	<p>Faculty member consistently meets all criteria in column 3 and also 2 or more of the following:</p> <ol style="list-style-type: none"> 1. Establishes or maintains clinical 	<p>Faculty member regularly meets all criteria in column 3 and also 1 or more of the following:</p> <ol style="list-style-type: none"> 1. Supervises clinical and/or internship 	<p>Faculty member consistently meets the following minimal criteria:</p> <ol style="list-style-type: none"> 1. Administers materials and tools for courses 	<p>Faculty member regularly fails to meet all or most of the criteria listed in column 3.</p>

<p>for courses</p> <p>43 Coordinating tutor sessions</p> <p>44 Grading and returning papers in a timely manner</p> <p>45 Guiding and assisting student research</p> <p>46 Directing laboratory and field experiences</p> <p>47 Directing/coaching competitive teams and performance ensembles</p> <p>48 Maintaining appropriate supplies and equipment for teaching and research</p>	<p>and/or internship experience relationships with organizations</p> <p>2 Mentors students who conduct research, field experiences, performances, exhibits, consultations outside of class requirements</p> <p>3 Directs/coaches competitive teams and performance ensembles</p> <p>4 Researches and obtain appropriate supplies, equipment, and/or tools for teaching and research</p> <p>5 Establishes service learning activities</p> <p>6 Other as determined by faculty member in conjunction with supervisor.</p>	<p>experiences</p> <p>2. Coordinate tutoring sessions</p> <p>3. Guides and assists student research, field experiences, performances, exhibits, consultations</p> <p>4. Directs/coaches or assist with competitive teams and performance ensembles</p> <p>5. Maintains appropriate supplies and equipment for teaching and research</p> <p>6. Supervises service learning activities.</p> <p>7. Other as determined by faculty member in conjunction with supervisor.</p>	<p>(including electronically delivered and off-site courses)</p> <p>2. Grades and returns papers in a timely manner (as evidenced by data from course and instructor evaluation)</p> <p>3. Submits course syllabi to Provost's Office</p> <p>4. Submits Final Exams to Provost's Office</p> <p>5. Verifies class attendance rosters by deadlines</p> <p>6. Submits grades by deadlines using my.pfeiffer</p>	
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SECTION 2: ADVISING

Evaluation Weight: (5% to 25%):

Academic Advising is a critical element in student morale and retention. It includes being accessible to students for the purpose of consultation, discussion, and advising of students. (See Advisor's/Mentor's Resource Manual

Exceptional Performance

There is evidence that academic advising has been performed that is well above the level expected of faculty in terms of faculty rank, professional contribution to the profession, and university. These activities are of an exceptionally high quality, often meriting recognition by students or colleagues. Evidence includes extensive continuing time and effort.

Professional-level

There is evidence that academic advising has been performed that is above or at the level expected of faculty in terms of faculty rank, professional contribution to the profession, and university. Evidence includes substantial time and effort devoted to advising activities.

Improvement Needed

There is evidence that limited service has been performed, but it is below the level expected of faculty in terms of faculty rank. The faculty member interacts minimally with students outside of the classroom environment. Evidence includes limited time and effort expended.

Unprofessional Performance

There is little or no evidence that advising of students has been performed. Requests for advising have been rejected.

Element	Exceptional Performance	Professional Level Performance	Improvement Needed	Unprofessional Performance
1. Student Advising 1.1. Maintain office hours for student advising 1.2. Develop advising material for students	Meets all minimal criteria listed under improvement needed column and meets 4 or more of the following	Meets all minimal criteria listed under improvement needed column and meets 3 of the following criteria:	Faculty member meets the following minimal criteria only: 1. Available during	Little or no evidence of academic advising indicated.

<p>2. Assisting student's placement in jobs or graduate school.</p> <p>2.1 Submission of letters of recommendation upon request.</p> <p>3. Supervising internship and/or research experiences for students with departmental majors</p> <p>4. Bringing speakers to campus for career advising.</p> <p>5. Serving as an adviser to a student organization</p> <p>6. Others to be defined by department and/or program members</p>	<ol style="list-style-type: none"> 1. Available during office hours and at significant other times during the week. 2. Provide evidence of personal contact with potential students 3. Provide evidence of assisting students with placement in jobs or graduate school 4. Sponsor guest speaker on campus for presentation to students or student group. 5. Serve as an advisor to a discipline-specific student organization 6. Other as determined by faculty member in conjunction with supervisor. 	<ol style="list-style-type: none"> 1. Available during office hours and at significant other times during the week. 2. Provide evidence of personal contact with potential students 3. Provide evidence of assisting students with placement in jobs or graduate school 4. Sponsor guest speakers on campus 5. Serve as an advisor to a discipline-specific student organization 6. Other as determined by 	<p>scheduled office hours</p> <ol style="list-style-type: none"> 2. Follows policies and procedures related to academic matters. 3. Assists students to understand academic policies. 4. Keeps student records securely and uses proper forms. 	
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SECTION 3: SCHOLARLY/CREATIVE ACTIVITY

Evaluation Weight: (10% to 45%)

Scholarly/Creative Activity indicates the intellectual vitality and activity which contribute to a contemporary and dynamic academic program. All faculty members should be involved in some scholarly or creative activity. These activities may directly involve students and enhance their education through their participation. Such scholarly activity does not have to be publishable, or necessarily original, as long as it serves to stimulate the intellectual lives of the faculty members and the students involved. These activities may also include the development of new courses and studies of the teaching-learning process that are intended to lead to an improved academic program.

Exceptional Performance

There is evidence that scholarly and/or creative activities have been performed that are well above the level expected of faculty in one's rank, including, but not limited to, professional contributions to one's academic field, the university, and/or one's community. These activities are of an exceptionally high quality, meriting national or widespread recognition, and/or contributing substantially to the well-being of the university. Evidence includes extensive continuing time and effort.

Professional-level

There is evidence that scholarly and/or creative activities have been performed that is above or at the level expected of faculty in one's rank, including, but not limited to, professional contributions to one's academic field, the university, and/or one's community. Evidence includes expected time and effort.

Improvement Needed

There is evidence that limited scholarly and/or creative activities have been performed, below the level expected of faculty in one's rank. The faculty member interacts minimally with the field and some opportunities for scholarly and/or creative activities have been rejected. Evidence includes limited time and effort.

Unprofessional Performance

There is little or no evidence that scholarly and/or creative activities have been performed. Opportunities for scholarly and/or creative activities have been rejected.

Suggested Criteria for Faculty Evaluation on: <i>Scholarly Research Activity/Creative Endeavors/Professional Development</i>	Exceptional Performance	Professional Level Performance	Improvement Needed	Unprofessional Performance
<p>1. Publications/Printed Materials/Creative Endeavors</p> <p>1.1. Articles in refereed journals</p> <p>1.1.1. Ranking/quality of journal within discipline</p> <p>1.2. Other scholarly journals, e.g., online, organizational, etc.</p> <p>1.3. Trade publications, magazines, etc.</p> <p>1.4. Books</p> <p>1.4.1. Chapters in books</p> <p>1.4.2. Edited books or chapters</p> <p>1.5. Monographs</p> <p>1.6. Grant proposals</p> <p>1.6.1. Grant reports</p> <p>1.7. Book reviews</p> <p>1.8. Other in-print materials</p> <p>1.9. Musical Performances or Recording Activities,</p> <p>1.10. Artistic Exhibitions, and Related Creative</p>	<p>Faculty member meets all criteria in column 3 and also 5 of the following criteria:</p> <ol style="list-style-type: none"> 1. Prepare three (3) formal documents (other than grant proposal) in any combination, 2. Be first or sole author on at least one of the three print documents in (1). 3. Have one print contribution accepted by referred publication 4. Submit a grant proposal on which you are principal investigator (PI). 5. Hold an office in a professional organization. 	<p>Faculty member meets all criteria in column 3 and also 3 of the following criteria:</p> <ol style="list-style-type: none"> 1. Prepare three (3) print documents (other than grant proposal) in any combination. 2. Be first or sole author on at least one of the three print documents in (1). 3. Have one print contribution accepted by referred publication 4. Be a co-author of a submitted grant proposal. 5. Attend at least one professional meeting at a level other than local. 6. Present, or chair a 	<p>Faculty member meets only minimum expectations of faculty:</p> <ol style="list-style-type: none"> 1. Hold membership in at least one professional organization relevant to one's position. 2. Participate in some form of professional development 	<p>Little or no evidence of any institutional involvement across specified criteria.</p>

<p>Forms of Expression</p> <p>2. Professional Organization-Related Activities</p> <p>2.1. Membership in professional organizations</p> <p>2.1.1. Offices held in professional organizations</p> <p>2.2. Attendance at professional meetings</p> <p>2.2.1. Level: International / national / state/ regional/local</p> <p>2.3. Presentations at professional meetings</p> <p>2.3.1. Level: International / national / state/ regional/local</p> <p>3. Other Professional Research/Development-Related Activities</p> <p>3.1. Grants prepared</p> <p>3.2. Research-related workshops/seminars/short courses offered</p> <p>3.3. Research-related courses taken</p> <p>3.3.1. Editing</p> <p>3.3.2. Journal articles</p> <p>3.3.3. Non-text books</p>	<p>professional meeting at a level other than local.</p> <p>7. Present, or chair a session, at a professional meeting at any level.</p> <p>8. Prepare, present and/or participate in a research-related workshop/seminar/short course.</p> <p>9. Perform editorial work on any printed document type listed here.</p> <p>10. Perform a peer review of any type of published document.</p> <p>11. Serve on any form of editorial board.</p> <p>12. Serve on any form of tenure or promotion committee.</p> <p>13. Lead or partake in any travel relevant to research, or to the teaching of research activities.</p>	<p>session, at a professional meeting at any level.</p> <p>7. Prepare, present and/or participate in a research-related workshop/seminar/short course.</p> <p>8. Perform editorial work on any printed document type listed here.</p> <p>9. Perform a peer review of any type of published document.</p> <p>10. Serve on any form of editorial board.</p> <p>11. Serve on any form of tenure or promotion committee.</p> <p>12. Serve on any form of promotion committee</p> <p>13. Partake in any travel relevant to research, or to the teaching of research activities.</p>		
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<p>3.3.4. Textbooks 3.3.5. Other</p> <p>3.4. Participation in Doctoral Education 3.4.1. Dissertation Committee</p> <p>3.5. Seminars led/workshops presented</p> <p>3.6. Coaching or consulting with former students, organizations or other formal groups.</p> <p>4. Field Work/Consultations with Research/Scholarly Component</p> <p>4.1. Peer review activity, e.g., referee 4.2. Review boards for grant activity 4.3. Editorial boards for publications 4.4. Evaluation of other faculty for promotion, etc.</p> <p>5. Personal Development/Creative Activities with Research Implications</p> <p>5.1. Workshops or seminars or camps attended 5.2. Relevant travel</p>	<p>14. Sponsor a research-related guest speaker on campus.</p> <p>15. Serve as an advisor on a student research/honor project.</p> <p>16. Teach a research methods or related course.</p> <p>17. Create and/or lead an effort to acquire and disseminate research materials as part of the University curriculum.</p> <p>18. Mentor junior faculty on research activities and related efforts.</p> <p>19. Provide consulting activities in area of expertise</p> <p>20. Other similar level contributions as agreed upon by faculty member and supervisor</p>	<p>14. Serve as an advisor on a student research/honor project.</p> <p>15. Teach a research methods or related course.</p> <p>16. Contribute to an effort to acquire and disseminate research materials as part of the University curriculum.</p> <p>17. Mentor junior faculty on research activities and related efforts.</p> <p>18. Provide consulting activities in area of expertise</p> <p>19. Other similar level contributions as agreed upon by faculty member and supervisor</p>		
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SECTION 4: INSTITUTIONAL INVOLVEMENT

(Service to the Academic Program and to the University Evaluation Weight: (5% to 25%))

Service to the University Community reflects a commitment to the University and its mission. It includes, but is not limited to, service on University boards and committees and participation in the co-curricular life of the University when reasonable in light of teaching responsibilities. All faculty members should be involved in this process.

Exceptional Performance

There is evidence that service has been performed that is well above the level expected by faculty in terms of faculty rank, including, but not limited to, professional contributions to one's academic field, to departmental policies and practices, to university boards and committees, and/or to marketing the university and its programs. These activities are of an exceptionally high quality, meriting national or widespread recognition, and/or contributing substantially to the well-being of the university. Evidence includes extensive continuing time and effort.

Professional-level

There is evidence that service has been performed that is above or at the level expected by faculty in terms of faculty rank, including, but not limited to, professional contributions to one's academic field, to departmental policies and practices, to university boards and committees, and/or to marketing the university and its programs. Evidence includes expected time and effort committed to service.

Improvement Needed

There is evidence that limited service has been performed, below the level expected by faculty in terms of faculty rank. The faculty member interacts minimally with the field and some opportunities to provide service have been rejected. Evidence includes limited time and effort associated with service.

Unprofessional Performance

There is little or no evidence that service has been performed. Opportunities to provide service have been rejected.

Element	Exceptional Performance	Professional Level Performance	Improvement Needed	Unprofessional Performance
<p>1. Academic Service</p> <p>1.1. Attendance at departmental and faculty meetings</p> <p>1.2 Member on campus-wide committees or boards.</p> <p>1.3 Represent department on committees or groups external to Pfeiffer University</p> <p>1.4 Represent department or program in student open houses and accepted student days</p> <p>1.5 Offer writing-intensive courses within the department's majors.</p> <p>2.1 Sponsor departmental or program events</p> <p>2.2 Bring speakers to campus</p> <p>2.3 Serve as adviser to a discipline-specific student organization</p> <p>2.4 Serve as a sponsor for department or program student activities</p> <p>3. Acquiring and maintaining</p>	<p>Faculty member meets professional level performance requirements and also 2 or more of the following service activities:</p> <ol style="list-style-type: none"> 1. Chairs a university board or committee 2. Directs a campus event 3. Leads a faculty development program or workshop 4. Holds responsibility for maintaining special collections 5. Provides leadership role in departmental or university institutional studies and reports 6. Serves as a regional/state/national leader to a discipline-specific student organization 7. Develops writing-intensive courses as outlined by the Writing Across the Curriculum Committee. 	<p>Faculty member meets minimum job requirements and also 2 of the following service activities:</p> <ol style="list-style-type: none"> 1. Participates actively on a university board or committee 2. Involved actively in campus recruiting activities 3. Sponsors 2 or more guest speakers on campus 4. Acquires and/or maintain materials for special collections 5. Contributes to departmental or program institutional studies and reports 6. Serves as an advisor to a discipline-specific 	<p>Faculty member meets minimum job requirements only:</p> <ol style="list-style-type: none"> 1. Attends school, departmental, and all-faculty meetings 2. Provides accreditation data when asked 	<p>Little or no evidence of institutional involvement indicated.</p>

<p>materials for special collections</p> <p>4. Data Analysis</p> <p>4.1 Gathering, analyzing, formulating information relevant to accreditation and/or institutional effectiveness</p> <p>4.2 Writing departmental reports</p>	<p>upon by faculty member and supervisor</p>	<p>student organization</p> <p>7. Serves as a sponsor for a student activity</p> <p>8. Other similar level contributions as agreed upon by faculty member and supervisor</p>		
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SECTION 5: SERVICE TO THE COMMUNITY

Evaluation Weight: (5% to 25%)

Service to the Community may include activities involving the University and the community or community activities entered into as a result of one's own interest. These activities, to be of value to the University, must go beyond organizational membership only and include active and substantive involvement and service.

Exceptional Performance

There is evidence that service has been performed that is well above the level expected by faculty in terms of faculty rank, including, but not limited to, contributions of time and talent to professional organizations, other schools (K-12 or post-secondary), non-profit organizations, and/or the community at large. These activities are of an exceptionally high quality, meriting recognition. Evidence includes extensive continuing time and effort.

Professional-level

There is evidence that service has been performed that is above or at the level expected by faculty in terms of faculty rank, including, but not limited to, contributions of time and talent to professional organizations, other schools (K-12 or post-secondary), non-profit organizations, and/or the community at large. Evidence includes substantial time and effort committed to service.

Improvement Needed

There is evidence that limited service has been performed, below the level expected by faculty given our focus on servant-leadership. The faculty member interacts minimally with the community and some opportunities to provide service have been rejected. Evidence includes limited time and effort associated with service.

Unprofessional Performance

There is little or no evidence that service has been performed. Opportunities to provide service have been rejected.

Element	<u>Exceptional Performance</u>	<u>Professional Level Performance</u>	<u>Improvement Needed</u>	<u>Unprofessional Performance</u>
1.1 Involvement in community service in one's area of expertise 1.2 pro bono consultation with community	Faculty member meets professional level expectations and 2 or more of the following: 1. provides significant collaboration	Faculty member meets minimal expectations and also 2 or more of the following: 1. collaborates	Faculty member meets minimal expectations of a member of a community: 1. maintains membership in a	Little or no evidence of community involvement indicated.

<p>organizations 1.2 judge contest in area of expertise</p> <p>21 Involvement in community civic service</p> <p>2.2 active membership in civic or service club</p> <p>2.3 serve on board of non-profit organization</p> <p>2.4 volunteer in community programs</p>	<p>consultation with K-12 school teachers, non-profit organizations, civic organizations, etc.</p> <p>2. holds leadership role in a civic, church, or service organization</p> <p>3. provides 50+ hours annually as a community volunteer</p> <p>4. Other similar level contributions as agreed upon by faculty member and supervisor</p>	<p>school teachers, non-profit organizations, civic organizations, etc.</p> <p>2. judges contest in area of expertise</p> <p>3. Is an active member of a civic, church, or service organization</p> <p>4. provides 20+ hours annually as a community volunteer</p> <p>5. Other similar level contributions as agreed upon by faculty member and supervisor</p>	<p>civic, church, or service organization</p>	
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