

## **FACULTY EVALUATION RESOURCES**

### TEACHING

The act of teaching is characterized by the command of the learner and learning, content knowledge, instructional pedagogy, and professional responsibilities. Teaching occurs in a variety of modalities across various levels, yet the essential elements remain the same.

Teaching begins with the learner. This includes knowing the learner, understanding learners are different, and ensuring that an appropriate learning environment is provided.

Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. (National Academic Advising Association, 2004).

Research shows strong academic advising can have a significant positive impact on students, primarily improved retention and progression through a program. By establishing a relationship with students, encouraging them to become involved in college life, and referring them to various services (e.g., tutoring, writing, career services), academic advisors will enhance students' experience at Pfeiffer and, in turn, positively impact University retention.

### THE LEARNER AND LEARNING

- Learner Characteristics
  - Who are the learners?
  - What do they bring to the classroom?
- Diverse learners
  - Understand diversity
  - Adapting instruction to meet the needs of the diverse learner
- Learning Environment
  - Physical
  - Emotional

Faculty should have an appreciation for and a command of content knowledge that they can draw upon as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

### CONTENT KNOWLEDGE

- Application of content

Effective instructional practice requires that instructors understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

### PEDAGOGY/INSTRUCTION

- Planning and preparation
- Instructional delivery
- Assessment

Effective practitioners adhere to professional standards of conduct and use reflective practice to ensure increased student learning, and their own professional growth.

#### PROFESSIONAL RESPONSIBILITIES

- Reflective Practitioner
- Teaching disposition
- Plan for improvement of teaching
- “The Nuts and Bolts”
  - Roster verification submission
  - Syllabus submission
  - Grades submitted on time

#### ADVISING

##### ACADEMIC ADVISING GOALS:

1. to provide accurate and current information
2. to work in partnership to promote student success
3. to promote shared responsibility of academic advising between student and advisor
4. to consistently improve our services to students

##### ACADEMIC ADVISOR RESPONSIBILITIES:

1. Understand the curriculum, graduation requirements, and university policies.
2. Provide accurate information.
3. Discuss specific university and departmental requirements, procedures, and deadlines.
4. Help you define and develop realistic goals and discuss the linkage between academic preparation and career opportunities.
5. Assist you in planning programs of study, both short-term and long-term, that are consistent with your abilities and interests, such as course load, academic background, program demands, and employment or personal commitments.
6. Refer you to other services, departments, and specific individuals as special needs are identified.
7. Help you identify special needs and acquaint you with services and programs provided by the college and the university.
8. Help you assume responsibility for your decisions and actions.

#### **SCHOLARSHIP/CREATIVE ACTIVITY**

Scholarly or creative activity is defined as a process of active participation that generates an expansion of knowledge that builds upon previous knowledge, either within one's field of expertise or across different disciplines. Boyer (1990) outlined four areas of scholarly or creative activity:

- *Scholarship of discovery* – original works that advance human knowledge
- *Scholarship of integration* – synthesis of ideas across different disciplines which advances human knowledge
- *Scholarship of application* – outcomes of any scholarly pursuit are shared broadly outside of the university setting
- *Scholarship of teaching and learning* – the fusion of scholarly activity outcomes with pedagogical practice, to advance the teaching ability of faculty members within their areas of expertise

Diamond and Adam (1993) provide characteristics of scholarly and creative work. Such work:

- Is built on a sophisticated understanding of one's discipline
- Is innovative in both approach and production
- Can be replicated and elaborated upon
- Should be documented among peers in the discipline
- Has significance or impact within the discipline

Pfeiffer University will recognize scholarly and creative output as enhancing the mission of the university in multiple ways: regional and national dissemination of the outcomes of these activities, engaging in the teaching/learning/research cycle to improve undergraduate and graduate education, and mentoring students in their disciplines by engaging them in authentic activities to deepen their conceptual understanding.

### **SERVICE**

Service is a component of the role of a Pfeiffer University faculty member where the faculty member contributes to the good of the university, their chosen profession, and community through a series of planned, observable, and measurable activities that apply the member's professional knowledge, skills, attitudes, and actions. Service should be seen as intentional, contributive to the good of the institution, profession, and society, and bound to one's teaching and scholarship. Engagement, leadership, and the application of one's professional expertise are key concepts in service.

The areas in which a faculty member is expected to serve are:

- leadership and governance at the departmental and university level (can include administrative and committee work)
- The profession (active engagement, leadership, and governance; meaningful contribution)
- The community (as a formal or perceived representative of the university through outreach and engagement)

- The practice of one's profession (using one's KSAs (Knowledge, Skills and Abilities) to benefit others, application of professional expertise) in a non-compensated manner.