

ALBRIGHT COLLEGE | FACULTY PERIODIC EVALUATION AS OF MAY 2018

Note: At the April 11, 2018, Faculty Meeting, the Faculty voted to approve the adoption of a streamlined faculty evaluation process, with particular attention to the materials that are required for the faculty evaluation portfolio. This document provides an overview of the materials that are *required* for the review as well as instructions for the professional self-reflection. These instructions on the materials required for evaluation supersede those in the Faculty Performance Evaluation guidelines currently published on the Faculty Resources site under the section titled “Faculty Contract & Performance.” The Professional Council is continuing its work to review, update, and modify the *Faculty Evaluation and Performance Compensation System*, as found under Faculty Resources. Additional proposed changes will be brought to the faculty for review, feedback and approval. If you have questions about the new guidelines on required materials or about the process, please contact the Provost’s Office (provost@albright.edu) or the Chair of the Professional Council.

Schedule for Periodic Evaluations

The Professional Council is reviewing and clarifying the schedule for completion of periodic evaluations conducted by the department. The current schedule is as follows: end of first year of appointment; and in every subsequent year *when not participating in an ACRT review*. After promotion or tenure review, periodic evaluations are normally conducted every third year. Visiting faculty who are continuing for a second year should complete the periodic evaluation process. Notification about scheduled review processes, and their relevant materials and due dates, are sent via email by the Provost’s Office to individual faculty and their chairs.

Purpose

All full-time faculty are required to participate in a periodic evaluation process, which assesses your on-going professional development relevant to teaching, scholarly/creative work, and service. As part of that evaluation, and in addition to completing the Annual Faculty Activity Report (AFAR), faculty provide a written self-reflection on their work since their previous evaluation. The AFAR plus the self-reflection, guided by specific questions, are among the materials required for periodic faculty evaluations conducted by department and program chairs and reviewed by the Provost. This portfolio of materials for the periodic evaluation is meant to facilitate a conversation between the faculty member and the department or program chair relevant to professional development and goals for teaching, scholarly/creative work, and service.

Process

Faculty undergoing a periodic evaluation submit required materials to their Chair (or Chair designee) no later than May 31*. After reviewing the materials, the Chair will meet with the faculty member to discuss the individual’s professional contributions and progress relevant to expectations for faculty. The Chair will complete and provide the Chair Evaluation Form to the faculty member by June 10th. This evaluation, signed by the Chair and the individual faculty member, will be submitted along with the portfolio to the Provost for review by June 14. The Provost, responsible for ensuring consistency in the application of review criteria and processes, will review the faculty member’s portfolio and the Chair’s evaluation. By August 15, the Provost will communicate with the candidate, cc’d to the Chair, either an endorsement of the evaluation or an alternative recommendation.

Materials required for the Periodic Evaluation Process:

Provided by the individual faculty member to the Chair no later than May 31st

- A current curriculum vitae
- Annual Faculty Activity Report from the current year and copies from two previous years.**
- Professional Self-Reflection, responding to the questions posed. (see below)
- Three syllabi, selected by the faculty member, representative of the faculty member’s teaching.
- Student Course Evaluation for 3 years: please provided scans of paper course evaluations if they precede the on-line electronic evaluations begun in 2017-18.

Provided by the Department/Program Chair (or designated alternate if individual is currently a chair)

- Department/Program Chair Teaching Observation (to observed faculty member within one month of observation)
- Chair Evaluation Form (to individual faculty member by June 10)

Available electronically to individual faculty members and their chairs

- Student Course Evaluations (beginning with 2017-18)

****As the AFAR was implemented in 2018, in 2019 continuing faculty should submit a summary of activities from 2017.**

*****A Chair or the Provost may request additional documentation, if the materials submitted are not sufficient.**

AFARs and Professional Self-Reflections

- ✓ All AFARs and Professional Self-Reflections become part of the each faculty member's personnel file.
- ✓ When undergoing an evaluation process by the Advisory Committee on Rank and Tenure (ACRT), all AFARs and triennial self-reflections will be part of the portfolio so that readers will be provided with a consistent at-a-glance summary of a faculty member's activity and development since the last evaluation.

ALBRIGHT COLLEGE ANNUAL FACULTY ACTIVITY REPORT (AFAR)

To complete your AFAR, go to <https://studentedocs.albright.edu>.

Sign in using your Albright credentials; select the 'AFAR' option for the designated year from the 'Submit New' dropdown; and click the 'Go' button to be taken to the form for completion. When you submit your completed form, a non-editable copy will be sent automatically to you, your program or department chair, and the Provost's Office.

PROFESSIONAL SELF-REFLECTION (PSR)

Purpose:

The PSR, completed as part of the periodic evaluation process by all full-time faculty, is different from the Annual Faculty Activity Report (AFAR), in that it asks faculty to *reflect* on their annual work in addition to reporting on that work. Together with the AFAR, this self-reflection constitutes the documents required for periodic faculty evaluations by department and program chairs. This instrument is meant to facilitate a conversation between the faculty member and the department or program chair relevant to professional development and goals for teaching, scholarly/creative work, and service.

- ✓ The PSR, normally completed every three years in addition to the AFAR, provides a standard format for faculty to succinctly *report and reflect* on their annual work-related activities relevant to teaching; professional output, including scholarly and creative work; and college and community service.
- ✓ The PSR will become part of each faculty member's personnel files.
- ✓ In the years a faculty member is undergoing an evaluation process by the ACRT, in addition to the AFARs, the PSR must be included in the portfolio so that readers will be provided with a consistent at-a-glance summary of a faculty member's activity since the last evaluation.
- ✓ The AFARs for the previous three years will provide helpful prompts for self-reflection and self-evaluation by faculty, which is a critical part of the evaluation process.
- ✓ The PSR should be completed no later than May 31 and submitted to the department chair.

Section I: Teaching and Academic Advising

a) Among the courses you have taught over the past three academic years, which did you most enjoy teaching and why? (1-2 pages)

b) Describe briefly your creative work in teaching and student engagement over the past three years, including but not limited to new or evolved courses and syllabi, pedagogical experimentation, advising initiatives, and outcomes. If needed please supply the syllabus as additional documentation. (1-2 pages)

OR

Describe current pedagogical methods or any recent changes that you have instituted. Reflect on the success or failures of such approaches and describe any potential pedagogical strategies you are considering for future adoption. (1-2 pages)

II. Scholarly, Creative, and Professional Work

Describe briefly a new project, research avenue, or creative idea that you explored the past three years and any outcomes or plans to build on that work. (1-2 pages)

III. Service to the Department, College, and the Community

Relevant to your service commitments that contribute to Albright, reflect on one of your most significant contributions to the Albright community over the past three years. (1-2 pages)

IV. Professional Goals

Outline the goals that you have set for yourself to accomplish at some point during the next three years in the following areas: teaching, scholarly or creative work, service to the college and your part in developing and supporting a thriving, well, supportive, equitable, and empowered community. (1-2 pages)

V. Additional Information and Reflection (optional)

Please use this opportunity to provide additional self-reflection on your role and contributions as a faculty member at Albright. (3-4 page limit)

***Please note that additional documentation could be requested if necessary.**