

**ALBRIGHT COLLEGE | FACULTY PERIODIC EVALUATION  
IMPLEMENTED ON 05/18/2022  
EFFECTIVE STARTING ACADEMIC YEAR 2022-2023**

This document provides an overview of the materials that are required for the periodic evaluation and instructions for the professional self-reflection. This exercise is integral to faculty development. If you have questions about the guidelines for the required materials or about the process, please contact the Provost's Office (provost@albright.edu) or the chair of the Professional Council.

**Schedule:**

The Provost's Office notifies faculty members and their respective chairs (by October 15 of the review year) with details concerning procedures, materials, and due dates. The current schedule is as follows:

- *For all newly hired, full-time teaching faculty:* Evaluation occurs at the end of the first year of appointment (regardless of rank or years of credit at time of hire).
  - Faculty members on the tenure-track may request a formal periodic evaluation at the end of their third year of service [i.e., the year between the two- and four-year reviews conducted by the Advisory Committee on Rank and Tenure (ACRT)].
  - Visiting faculty who are continuing for a second year should complete this process.
- *For tenured faculty members:* Periodic evaluations are conducted every third year following the tenure review. This three-year clock shall be reset following a review (whether successful or not) for promotion to Full Professor.
- *For faculty members with the appointment of instructor, lecturer, or other non-tenure-track, full-time teaching appointment:* Periodic evaluations are conducted every third year (year three, six, etc.). This three-year clock shall be reset following a review (whether successful or not) for promotion to Senior Instructor or Senior Lecturer (or other senior status).

**Purpose:**

All full-time faculty are required to participate in a periodic evaluation process. 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 portfolio of materials for the periodic evaluation is meant to facilitate a conversation between the faculty member and their chair relevant to professional development for teaching, scholarship and professional activity, and service to the College Community.

**Process:**

Faculty undergoing a periodic evaluation submit required materials to their chair (or chair designee) no later than **May 31**. The chair will provide their narrative evaluation to the faculty member by **June 10th**. The chair should meet with the faculty member to provide feedback about the faculty member's performance and progress relevant to expectations for other faculty of that rank. The chair's evaluation, signed by the chair and the individual faculty member, will be submitted along with the other required materials (see below) to the Provost by **June 14\***. The Provost will review the faculty member's portfolio and the chair's evaluation and communicate with the candidate, copied to the chair, by **August 15** either an endorsement of the evaluation or an alternative recommendation.

*\* The chair should be the person to submit all materials to the Provost. Please note that the submission of documents and other materials in an electronic format via email is highly recommended.*

## **Required materials\*\*:**

*Provided by the individual faculty member to the chair no later than May 31<sup>st</sup>*

- an updated curriculum vitae
- AFAR from the current year and the two previous years (if applicable)
- professional self-reflection (see below)
- three syllabi deemed to be representative of the faculty member's teaching portfolio (selected by the faculty member) over the review period

*Provided by the department chair (or designated alternate if the individual being reviewed is currently a chair) to the individual faculty member no later than June 10*

- narrative evaluation and critical review of the following areas\*\*\*:
  - teaching performance as determined by a minimum of two classroom observations and from student course evaluations, which are available to be viewed by the department chair and the Provost automatically each year
  - scholarship and professional activity
  - service to the College Community

\*\* The materials collected for the periodic review become part of each faculty member's personnel file.

\*\*\* Discussion prompts for chairs are included later in this document. Note: it is not necessary for all of these prompts to be covered in the chair's narrative evaluation.

## **Information about AFARs:**

- 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 department chair, and the Provost's office.
- Every AFAR becomes part of each faculty member's personnel file.

## **Information about the professional self-reflection (PSR):**

The PSR, completed by all full-time teaching faculty as part of the periodic evaluation process, is different from the AFAR, in that it asks the faculty member to reflect on their work. The PSR provides faculty members with the opportunity to contextualize their AFARs and student course evaluations. Taken together, these documents are meant to facilitate a conversation between the faculty member and their chair about teaching, scholarship and professional activity, and service to the College Community.

- The PSR provides a means for faculty to report and reflect on their annual work-related activities relevant to teaching, scholarship and professional activity, and service to the College Community.
- When undergoing an evaluation process by the ACRT, all periodic evaluations (including AFARs and PSRs) will be part of the portfolio so that readers will be provided with a consistent summary of a faculty member's activity and development since the last ACRT evaluation.
- The AFARs for the evaluation period in question will provide helpful prompts for self-reflection by assisting in the recall of activities performed.

## **Required sections of the PSR:**

### **Section I: Teaching**

Describe briefly your creative work in teaching, academic advising, and other modes of student engagement during the review period, including but not limited to new or evolved courses and syllabi, pedagogical experimentation, advising initiatives, and outcomes (for example, student responses to your efforts from the course evaluations). If needed please supply the syllabus as additional documentation. (1-2 pages)

### **Section II. Scholarship and Professional Activity**

Describe briefly a new or ongoing research endeavor or creative idea that you explored during this review period and your plans to present or build on that work. (1-2 pages)

### **Section III. Service to the College Community**

Relevant to your service commitments that contributed positively to the College, reflect on one of your most significant contributions to the campus community during the review period. In addition, provide detail concerning any service commitments off-campus while serving as a representative of the College. (1-2 pages)

### **Section IV. Professional Goals**

After reviewing the College Mission and Vision statements, you should outline at least one goal you have set for yourself to accomplish during the next three years in the following areas: teaching, scholarship and professional activity, and service to the College Community. (1-2 pages)

### **Section 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. (no more than 2 pages)

**Prompts for the department chair's narrative evaluation and critical review  
of a faculty member's professional performance:**

**Teaching**

- Did the faculty member administer student course evaluations?
- Did the faculty member distribute syllabi?
- Were the syllabi complete and informative?
- Did the faculty member hold regular office hours?
- Did the faculty member hold class meetings as scheduled?
- Did the faculty member use appropriate assignments and provide feedback in a timely manner?
- Did the faculty member maintain appropriate academic standards?
- Did the faculty member foster curricular development and assessment?
- Did the faculty member demonstrate a positive attitude toward teaching?

**Scholarship and Professional Activity**

- Did the faculty member demonstrate progress on or complete a manuscript, book, exhibit, performance, or other type of scholarly or creative project?
- Did the faculty member submit a grant (to an internal or external funding source) to help fund their scholarly/creative work [including ACRE projects or professional development grants (FDGs)]?
- Did the faculty member participate in a professional organization or society?
- Did the faculty member present their scholarly/creative work at an academic or professional conference?
- Did the faculty member serve as an editor for a journal or scholarly publication?
- Did the faculty member serve as a peer reviewer for a journal or scholarly publication?
- Did the faculty member supervise scholarly/creative activity of students (including ACRE projects or independent studies)?
- Did any students that worked with the faculty member attend and/or present their scholarly/creative work at a conference, exhibition, performance, or other professional venue?

**Service to the College Community**

- Did the faculty member regularly attend committee meetings for which they were elected or assigned?
- To the best of your knowledge, did the faculty member actively participate in the work of the committee on which they served?
- Did the faculty member meet with advisees prior to registration and provide appropriate guidance and support?
- Did the faculty member make themselves reasonably available for attendance at departmental meetings and actively contribute to the work of the department?
- Did the faculty member regularly attend faculty meetings?
- Did the faculty member represent the department at admissions functions on at least some occasions?
- Did the faculty member volunteer or serve in any capacity with off-campus groups or organizations?

**Periodic Evaluation Signature Form**

*(submitted to the Provost with the other materials by June 14)*

Faculty member: \_\_\_\_\_

Department/program chair: \_\_\_\_\_

Department name: \_\_\_\_\_

Upon reading the chair's narrative evaluation, the faculty member being reviewed should choose one option below:

In Agreement

Request for Conference<sup>#</sup>

Signatures:

\_\_\_\_\_

Department/Program Chair

\_\_\_\_\_

Faculty Member

Date: \_\_\_\_\_

<sup>#</sup> By selecting this option, the faculty member is requesting a meeting with their department chair and the Provost to discuss aspects of the chair's evaluation that the faculty member contests.