

**COLLEGE OF CHARLESTON
SCHOOL OF EDUCATION**

ANNUAL FACULTY EVALUATION FOR YEAR _____

Faculty Member

Department

- Left column: The percentage weight selected by faculty member.
- Right column: The weighted category summary (percent x column rating for each evaluation component)
- The number in each rating column summarizes the ratings from each of the three evaluated area rubrics that follow: Teaching Effectiveness, Research and Professional Development, and Professional Service to the Community.
- Bottom right cell (/6.0): The summary of all evaluation components ratings weighted by the percentage self-selected by the faculty member at the beginning of the evaluation year.
- Previous annual evaluation ratings provided for self-evaluation of growth in each category.

0/0	EVALUATION COMPONENT	EXCEEDS SOE EXPECTATIONS (6)	MEETS SOE EXPECTATIONS FOR TENURE AND PROMOTION (5)	MAKES PROGRESS TOWARDS MEETING SOE EXPECTATIONS (3-4)	DOES NOT MEET SOE EXPECTATIONS (1-2)	WEIGHTED CATEGORY RATING (% X RATING)	3 PREVIOUS EVALUATION RATINGS		
							06	06	07
% (at least 40 %)	TEACHING EFFECTIVENESS								
% (at least 20 %)	RESEARCH AND PROFESSIONAL DEVELOPMENT								
% (at least 10 %)	PROFESSIONAL SERVICE TO THE COMMUNITY								
100%	TOTAL RATINGS SUMMARY (SUM OF WEIGHTED CATEGORY RATINGS)								

The following signatures indicate that Chair and faculty member met and discussed annual evaluation and timeline toward tenure/promotion/post tenure review; they do not signify agreement by the faculty member. Faculty member has the right to file a response to this evaluation. Evaluator must 1) summarize strengths and weaknesses, 2) make constructive comments for any area below acceptable, and 3) address any performances in response to previous evaluation.

Faculty Member Signature

Date

Department Chair Signature

Date

Dean Signature

Date

*Comments by Chair, faculty member, or Dean may be attached
*For SOE Evaluation Policy statement, see SOE Policy and Procedures Manual

TEACHING EFFECTIVENESS

Component
Percentage _____

YEAR _____

Teaching
Effectiveness
Rating _____

FACULTY MEMBER _____

EVALUATION COMPONENTS AND SUGGESTED EVIDENCE (EVIDENCE RELATING TO TENURE AND PROMOTION IN BOLD; SOURCES OF EVIDENCE BULLETED IN EACH CATEGORY)	EXCEEDS SOE EXPECTATIONS (6)	MEETS SOE EXPECTATIONS FOR PROMOTION AND TENURE (5)	MAKES PROGRESS TOWARDS MEETING SOE EXPECTATIONS (3-4)	FAILS TO MEET SOE EXPECTATIONS (1-2)	SCORE
<p>1. The faculty member carefully plans well-organized courses with clearly stated goals, objectives, and standards, utilizing high quality course materials.</p> <ul style="list-style-type: none"> ▪ Syllabi ▪ Samples of tests, exams, essays, or other assignments and associated scoring rubrics <p>Student evaluation questions that address this criterion</p>					
<p>2. The faculty member teaches well-organized courses modeling effective teaching, and actively involves students in the classroom learning experience as appropriate.</p> <ul style="list-style-type: none"> ▪ Syllabi ▪ Samples of tests, exams, scoring rubrics ▪ Samples of other supplementary teaching materials ▪ Samples of classroom activities other than lecture ▪ Samples of student work with feedback ▪ Observations by Chair and/or tenured faculty <p>Student evaluation questions that address this criterion</p>					
<p>3. The faculty member creates and maintains an atmosphere conducive to learning. **</p> <ul style="list-style-type: none"> ▪ Student evaluation questions that address this criterion <p>Observations by Chair and/or tenured faculty</p>					
<p>4. The faculty member regularly assesses student performance with appropriate materials, and regularly apprises students of performance results. **</p> <ul style="list-style-type: none"> ▪ Student evaluation questions that address this criterion ▪ Samples of evaluation materials (e.g., tests, exams, rubrics) ▪ Formative and summative evaluations ▪ Timely submission of undergraduate midterm and final grades ▪ Provision for regular and continual student performance feedback (e.g., WebCT gradebook, email, timely grading of products) 					
<p>5. The faculty member maintains currency in his or her discipline and seeks to improve teaching techniques and performance.</p> <ul style="list-style-type: none"> ▪ Attendance at conferences and seminars ▪ Presentations at conferences ▪ Membership in related organizations ▪ Participation in curriculum development (e.g., development of new courses and programs, review of courses for currency) ▪ Participation in peer coaching/observation <p>Participation in workshops</p>					
<p>6. The faculty member is accessible to students and provides sound advising and counseling on academic matters. **</p> <ul style="list-style-type: none"> ▪ Student evaluation questions that address this criterion 					

<ul style="list-style-type: none"> ▪ Participation in advising ▪ Provision for office hours that are consistently met <p>Timely response to advisees and students (e.g, email, telephone, personal contact)</p>	
<p>7. The faculty member's teaching is rated by students.*</p> <p>Student evaluation questions that address this criterion</p>	

*Rating is determined from comparison of faculty member's ratings from students with those for the College, School, and Department.

**Rating is partially determined from comparison of faculty member's ratings from students with those for the College, School, and Department. Other information is included in the rating.

RESEARCH AND PROFESSIONAL DEVELOPMENT

Component
Percentage _____

YEAR _____

Research and Professional
Development
Rating _____

FACULTY MEMBER _____

EVALUATION COMPONENTS AND SUGGESTED EVIDENCE (EVIDENCE RELATING TO TENURE AND PROMOTION IN BOLD; SOURCES OF EVIDENCE ARE BULLETED IN EACH CATEGORY)	EXCEEDS SOE EXPECTATIONS (6)	MEETS SOE EXPECTATIONS FOR PROMOTION AND TENURE (5)	MAKES PROGRESS TOWARDS MEETING SOE EXPECTATIONS (3-4)	FAILS TO MEET SOE EXPECTATIONS (1-2)	SCORE
<p>1. The faculty member conducts research:</p> <p>(a) for scholarship</p> <ul style="list-style-type: none"> ▪ Professionally published scholarly books ▪ Full text manuscripts published in peer-reviewed journals ▪ Chapters in scholarly books ▪ Edited volumes ▪ Review essays ▪ Creative literary and artistic works ▪ Research grants <ul style="list-style-type: none"> • Indicate level (national, state, college, school) and competitiveness for each grant ▪ Conference papers ▪ Reviews of candidate’s books, performances, etc. ▪ Scholarly reviews by candidate of books, performances, etc. ▪ Invited or juried exhibits ▪ Technical reports ▪ Textbooks, workbooks, study guides, and other published pedagogical materials ▪ Draft manuscripts ▪ Professional bibliographies ▪ Invited speaker at professional conference <ul style="list-style-type: none"> • Indicate National, Regional, or State level for conferences ▪ Research presentation in peer-reviewed forum (e.g., speaking, poster presentation) ▪ Published abstracts ▪ Published book reviews ▪ Grant proposals and reports <p>(b) to maintain currency in the course content taught and/or</p> <ul style="list-style-type: none"> ▪ Reviews of faculty member’s work ▪ Scholarly reviews ▪ Post-doctoral studies ▪ Reviews of external grants ▪ Direction of undergraduate research 					
<p>2. The faculty member conducts research-centered professional activities to improve teaching</p> <ul style="list-style-type: none"> ▪ Editorial boards of professional journals ▪ Journal reviews <ul style="list-style-type: none"> • Indicate journal distribution level (national, international, local for each journal) ▪ Discussion panel chair or membership <ul style="list-style-type: none"> • Indicate level (national, local, state) for each discussion panel <p>Professional workshop direction</p>					

<p>3. The faculty member engages in continuing professional activities to upgrade and augment existing skills and develop new ones. <i>Related to #5 in Teaching Effectiveness</i></p> <ul style="list-style-type: none"> ▪ Membership in related organizations ▪ Committee work with colleagues involving curriculum development ▪ Officer in professional organizations ▪ Professional meetings ▪ Fellowships and awards ▪ Professional consulting ▪ Grants for professional development 	
<p>4. The faculty member demonstrates interrelationships among the three categories, teaching, scholarship, and service.</p> <ul style="list-style-type: none"> ▪ Student involvement in content area research (teaching ↔ scholarship) ▪ Integration of own research into course materials (teaching ↔ scholarship) ▪ Service activities that utilize individual scholarship and support individual scholarship goals (scholarship ↔ service) ▪ Practical applications of research to a variety of settings to benefit specific populations (classroom, clinical settings, etc) (teaching ↔ scholarship ↔ service) ▪ Research that addresses specific needs of schools, committees, groups, or agencies (scholarship ↔ service). <p>Research presentations to audiences other than professional conferences (e.g., school groups, service agencies, practicing practitioners) to encourage application of research results (scholarship ↔ service).</p>	

PROFESSIONAL SERVICE TO THE COMMUNITY

Component
Percentage _____

YEAR _____

Professional Service to the
Community
Rating _____

FACULTY MEMBER

Faculty members may not necessarily participate in every area each year. The degree of participation expected may vary according to interests and national re-accreditation expectations. The faculty member must demonstrate clear progress toward meeting the criteria for promotion to the next higher rank or for Post Tenure Review. A participant in service responsibilities contributes through regular attendance, deliberation, communication with constituent, and the completion of assignments.

EVALUATION COMPONENTS AND SUGGESTED EVIDENCE (EVIDENCE RELATING TO TENURE AND PROMOTION IN BOLD; SOURCES OF EVIDENCE ARE BULLETED IN EACH CATEGORY)	EXCEEDS SOE EXPECTATIONS (6)	MEETS SOE EXPECTATIONS FOR PROMOTION AND TENURE (5)	MAKES PROGRESS MEETING SOE EXPECTATIONS (3-4)	DOES NOT MEET SOE EXPECTATIONS (1-2)	SCORE
1. The faculty member participates in the affairs of the department through <ul style="list-style-type: none"> ▪ Departmental committees or offices ▪ Curriculum development Technical reports (e.g., NCATE, SPAs)					
2. The faculty member participates in the affairs of the SOE through <ul style="list-style-type: none"> ▪ School of Education committees/task forces ▪ Student organizations ▪ Curriculum development Technical reports (e.g., NCATE, SPAs)					
3. The faculty member participates in the College of Charleston through <ul style="list-style-type: none"> ▪ Standing or ad hoc committees of the College ▪ Interdisciplinary courses ▪ Student organizations ▪ Institutional advancement representing college Support for college mission and goals					
4. The faculty member participates in community through <ul style="list-style-type: none"> ▪ Community, state, regional, or national organizations, utilizing professional expertise ▪ Other community service activities (e.g., speaker's bureaus, tutoring) ▪ Compensated/non-compensated academic reviews Service grants					
5. The faculty member supports the mission of the SOE through service to the professional community in <ul style="list-style-type: none"> ▪ Support of other college departments and schools ▪ Officer in professional organizations ▪ Faculty workshops and training Books and professional journal reviews					

*Evidence for Professional Service to the Community should detail extent of time and work involved in committee activities.