

ANNUAL FACULTY EVALUATION PROCEDURE

1. To begin the annual faculty evaluation process, individual **faculty evaluation data** are due to the Department Chair no later than **January 15** of the calendar year immediately following the year being evaluated. Percentage weights for teaching, scholarship, and service selected by faculty member for the evaluation year may be adjusted by the member prior to January 15. Evaluation data include but are not limited to the following items:
 - a. **Self-evaluation**, which includes self-ratings in each category and **supporting evidence** for each subsection.
 - i. Evidence for Professional Service should detail extent of time and work involved in committee activities.
 - ii. Evidence for Research and Professional Development should detail level and audience of publications, conferences, and presentations. Publications must contain evidence of review criteria.
 - b. A letter from a tenured faculty member in EHHP detailing at least **one observation** of the faculty member's teaching
 - c. A **current CV**
 - d. A **personal 1-2 page statement of accomplishments** in the three areas: teaching, scholarship, and research over the past three years to contextualize recent work in a broader frame
 - e. **Annual goals and category percentage weightings for the current calendar year.**
2. EHHP expectations require faculty to demonstrate in their work interrelationships among the three categories of teaching, scholarship, and service. Below are some ways this can be accomplished.
 - a. Student involvement in content area research (teaching ↔ scholarship)
 - b. Integration of own research into course materials (teaching ↔ scholarship)
 - c. Service activities that utilize individual scholarship and support individual scholarship goals (scholarship ↔ service)
 - d. Practical applications of research to a variety of settings to benefit specific populations (classroom, clinical settings, etc) (teaching ↔ scholarship ↔ service)
 - e. Research that addresses specific needs of schools, committees, groups, or agencies (scholarship ↔ service).
 - f. Research presentations to audiences other than professional conferences (e.g., school groups, service agencies, practicing practitioners) to encourage application of research results (scholarship ↔ service).

3. The chair meets with individual faculty members to review faculty member's evaluation data.
 - a. Ratings for component parts of each of the three major criteria must be in whole numbers.
 - b. For each area of evaluation, rater comments must 1) summarize strengths and challenges, 2) comment constructively on performance, and 3) relate performance to previous evaluation(s).
 - c. Rater comments follow each section (teaching, research, service) of the instrument.
 - d. Research, professional development, and service activities must count in only one category or subcategory in the evaluation instrument.
 - e. Both the faculty member and chair sign the evaluation form signifying that the member and chair have met and discussed feedback; the **faculty signature does not signify acceptance of ratings and comments**. The faculty member has the right to appeal this review.
4. College of Charleston merit category definitions for annual evaluations are the following:
 - a. **Not meeting merit threshold** is defined as professional competence not met in one or more of the three evaluation areas.
 - b. **Merit threshold/Professional competence** is defined as demonstrating no less than professional competence in all three evaluation areas according to criteria and standards articulated by schools and departments.
 - c. **High professional competence** is defined as consistently high professional competence in all three evaluation areas.
 - d. **Exceptional professional performance** is defined as high professional competence in all three areas of evaluation and exceptional performance in either teaching or research and professional development.
5. Third year review, tenure, and promotion requirements are found in the College of Charleston Faculty and Administration Manual.
 - a. "Tenure and promotion require substantial evidence of consistently high professional competence in teaching, research, and professional development, and service. In addition, evidence of exemplary performance is required in at least one of the specified professional competency areas."
 - b. Third year review requires evidence of satisfactory progress toward expectation of tenure through effective teaching, a continuing research program, and active service participation.

COLLEGE of CHARLESTON

SCHOOL OF EDUCATION,
HEALTH, AND HUMAN
PERFORMANCE

ANNUAL FACULTY EVALUATION FOR YEAR _____

Faculty Member _____

Department _____

	RATING SCALE 	0.0 TO 2.99	2.0 TO 3.99	4.0 TO 5.99	6.0 TO 7.0	% X RATING	3 PREVIOUS ANNUAL RATINGS		
WEIGHT	EVALUATION COMPONENT 	COLLEGE OF CHARLESTON MERIT CATEGORIES				WEIGHTED CATEGORY RATING	YR	YR	YR
		PROFESSIONAL COMPETENCE NOT MET	PROFESSIONAL COMPETENCE	HIGH PROFESSIONAL COMPETENCE	EXCEPTIONAL PROFESSIONAL PERFORMANCE				
Min 50% _____	TEACHING EFFECTIVENESS								
Min 20% _____	RESEARCH AND PROFESSIONAL DEVELOPMENT								
Min 10% _____	PROFESSIONAL SERVICE TO THE COMMUNITY								
100%						/7.0	/	/	/

The following signatures indicate that the chair and faculty member have met and discussed this annual evaluation and timeline toward tenure/promotion/post tenure review. The faculty member's signature does not represent agreement with this evaluation.. The faculty member has the right to appeal this evaluation.

Faculty Member's Signature

Date

Department Chair's Signature

Date

Dean's Signature

Date

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

TEACHING EFFECTIVENESS

Component
Percentage _____

YEAR _____

Teaching
Effectiveness
Rating _____

FACULTY MEMBER

TEACHING EFFECTIVENESS COMPONENTS AND EXAMPLES OF SUPPORTING EVIDENCE Bold evidence reflects College of Charleston tenure and promotion guidelines.	0-1.9 PROFESSIONAL COMPETENCE NOT MET	2-3.9 PROFESSIONAL COMPETENCE	4-5.9 HIGH PROFESSIONAL COMPETENCE	6-7 EXCEPTIONAL PROFESSIONAL PERFORMANCE
<p>1. The faculty member A. <u>carefully plans well-organized courses</u> with clearly stated goals, objectives, and standards, utilizing high quality course materials, B. <u>teaches well-organized courses</u> modeling effective teaching, and actively involves students in the classroom learning experience as appropriate, and C. <u>creates and maintains an atmosphere conducive to learning.</u></p> <ul style="list-style-type: none"> • Syllabi • Samples of tests, exams, essays, or other assignments and associated scoring rubrics • Samples of other supplementary teaching materials • Samples of classroom activities other than lecture • Samples of student work with feedback • Observation(s) by tenured faculty (at least one annually) 				
<p>2. The faculty member regularly assesses student performance with appropriate materials, and regularly apprises students of performance results. **</p> <ul style="list-style-type: none"> • Samples of evaluation materials (e.g., tests, rubrics) • Timely submission of undergraduate midterm and final grades (from submission reports) • Provision for regular and continual student performance feedback (e.g., WebCT grade book, email, timely grading) 				
<p>3. 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>4. The faculty member is accessible to students and provides sound advising and counseling on academic matters.</p> <ul style="list-style-type: none"> • Participation in advising • Posted office hours consistently met • Timely response to advisees and students (e.g., email, telephone, personal contact) 				
<p>5. The faculty member's teaching is rated by students. Rating is determined from comparison of faculty member's ratings from students with those for the College, School, and Department.</p> <ul style="list-style-type: none"> ▪ Student evaluation questions 				

RESEARCH AND PROFESSIONAL DEVELOPMENT

Component Percentage _____

YEAR _____

Research and Professional Development Rating _____

FACULTY MEMBER

RESEARCH AND PROFESSIONAL DEVELOPMENT COMPONENTS AND EXAMPLES OF SUPPORTING EVIDENCE Bold evidence reflects College of Charleston tenure and promotion guidelines.	0-1.9 PROFESSIONAL COMPETENCE NOT MET	2-3.9 PROFESSIONAL COMPETENCE	4-5.9 HIGH PROFESSIONAL COMPETENCE	6-7 EXCEPTIONAL PROFESSIONAL PERFORMANCE
<p>1. The faculty member</p> <p>A. <u>conducts research for scholarship</u></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 (Indicate level, e.g., national, state, college, school, and competitiveness for each); 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; grant proposals and reports; invited speaker at professional conference (Indicate level, e.g., national, state, college, school, and competitiveness for each); research presentation in peer-reviewed forum (e.g., speaking, poster presentation); published abstracts; published book reviews; guest editorials in professional publications <p>B. <u>conducts research to maintain currency in the course content taught</u></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>C. <u>conducts research-centered professional activities to improve teaching</u></p> <ul style="list-style-type: none"> • Editorial boards of professional journals; Journal reviews: Indicate journal distribution level (national, international, local) for each journal; Discussion panel chair or membership: Indicate level (national, local, state) for each discussion panel; Professional workshop direction 				
<p>2. The faculty member engages in continuing professional activities to upgrade and augment existing skills and develop new ones.</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 				

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.

<p align="center">RESEARCH AND PROFESSIONAL DEVELOPMENT COMPONENTS AND EXAMPLES OF SUPPORTING EVIDENCE Bold evidence reflects College of Charleston tenure and promotion guidelines.</p>	<p align="center">0-1.9 PROFESSIONAL COMPETENCE NOT MET</p>	<p align="center">2-3.9 PROFESSIONAL COMPETENCE</p>	<p align="center">4-5.9 HIGH PROFESSIONAL COMPETENCE</p>	<p align="center">6-7 EXCEPTIONAL PROFESSIONAL PERFORMANCE</p>
<p>1. The faculty member participates in the affairs of the department through</p> <ul style="list-style-type: none"> ▪ Departmental committees or offices ▪ Curriculum development ▪ Technical reports (e.g., NCATE, SPAs) 				
<p>2. The faculty member participates in the affairs of EHHP through</p> <ul style="list-style-type: none"> ▪ School of Education, Health, and Human Performance committees/task forces ▪ Student organizations ▪ Curriculum development ▪ Technical reports (e.g., NCATE, SPAs) 				
<p>3. The faculty member participates in the College of Charleston through</p> <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 				
<p>4. The faculty member participates in community through</p> <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 				
<p>5. The faculty member supports the mission of the EHHP through service to the professional community in</p> <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 				