Record of the Annual Faculty Evaluation

(See Faculty Handbook, Section 2.1.6 and Appendix P)

(Form revised April 24, 2018   to incorporate changes approved in February 2018 by Academic Senate)

Name of Faculty

Date Submitted

MISSION STATEMENT

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

(Pending Board Approval)

The Annual Faculty Evaluation Process is a strategic initiative towards the implementation of the Boyer Model of Scholarship at Calumet College of St. Joseph.

PROCEDURES, DOCUMENTATION AND ROUTING PROCESSES

The following deadlines apply to each phase of the review process.

For New Faculty:

At time of hire   Identification of Institutional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair (as applicable).This portion is completed at the time the individual is hired (Section I).

For Returning & Tenured Faculty:

On or before May 15th   Identification of Institutional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair, as applicable (Section I).

On or before Sept 15th   Annual Faculty Evaluation Form to the Program Director, as applicable (Sections II-III).

On or before Sept 30th   Annual Faculty Evaluation Form submitted to the appropriate Department Chair from the Program Director (Sections I-IV).

On or before Oct. 15th   Annual Faculty Evaluation Form submitted to the Vice President of Academic Affairs from Department Chair (Sections I-IV).

For Faculty Applying For Tenure & Promotion:

On or before May 15th   Identification of Institutional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair, as applicable (Section I).

On or before Sept 1st   Annual Faculty Evaluation Form to the Program Director, as applicable. (Sections II-III + Letter of Application)

On or before Sept 15th   Annual Faculty Evaluation Form submitted to the appropriate Department Chair from the Program Director (Sections I-IV + Letter of Application).

On or before Sept 30th   Annual Faculty Evaluation Form submitted to the Vice President of Academic Affairs from Department Chair (Sections I-IV + Letter of Application).

RECORD OF THE ANNUAL FACULTY EVALUATION PROCESS

_____

Name of Faculty Member   Date Submitted

_____

Current Rank and Program

Current Contract:

Annual/Term Contract   _____   Months_____

Probationary/Tenure-Track   _____

Tenured   _____

Rank (Section 2.1.6.3 of the Handbook)

Anticipated Date of Tenure Application (Automatic promotion to Associate Professor) _____

or

Anticipated Date of Application for Promotion from Associate to Full Professor   _____

I. Statement of Institutional Expectations for the Upcoming Academic Year

In this section, the faculty member, in collaboration with his/her immediate supervisor will Identify the mutually agreed upon institutional needs and expectations in each of the four domains of scholarship for the upcoming academic year.

==For New Faculty:== This process is completed at the time the individual is hired.

==For Returning Faculty==: Identification of Professional Expectations for the upcoming academic year in collaboration with the Program Director or Department Chair, as applicable.

II. Reporting of Institutional Activities

In this section of the annual evaluation, the faculty member will record and reflect on professional activity in the areas of teaching and service to the college and the community.

A. Teaching:

5. *List all courses taught during the previous academic year.*

6. *Student Surveys: Please summarize the students' assessment of their own learning and additional student comments for each course listed above.*

7. *Please summarize how, in your view, your teaching experience during this academic year has contributed to your meeting the institutional needs and expectations within your program and/or department.*

8. *Teaching Observation(s) (Optional).*

B. Service to the College and Community

In this section of the annual faculty evaluation, the faculty member will list activities that constitute service to the college and community during the year under review. Summarize how your service activities during this academic year have contributed to meeting the institutional needs and expectations identified in Section I.

These include but are not limited to:
- Committee Memberships and Chair Assignments
- Contributions to Curricular Reform and Development
- Development Activities
- Enrollment Enhancement Activities
- Faculty Senate Office
- Faculty Representative to the Board of Trustees
- Grant Writing
- Program Director
- Student Service and Support Activities
- Task Force
- Program or Community Advisory Board Membership
- Professional Service to Community Organizations
- Membership in Professional Associations and other contributions to social welfare.

C. Scholarly Activity & Scholarship

CCSJ fully supports and recognizes the scholarship of a fully engaged faculty. This section is organized using the dimensions of scholarship as defined by Ernest Boyer (1990) and focuses on the faculty member's scholarly activities in each of the four domains of scholarship.

Scholarly Activity: Here a faculty member can review teaching and service activities that are considered scholarly activities and may result in scholarship as a product. For example, a faculty member may have planned to engage more deeply in the instructional design process as a means of strengthening his/her teaching. Scholarly activity can occur in any of the four domains.

Scholarship: Here, the faculty member has an opportunity to summarize that engagement, discuss the results or products, and identify where and how this was shared within the college, professional associations or other communities. In either case, the faculty member has an opportunity to show how scholarly engagement meets the institutional and professionals needs and expectations of his/her program and/or department.

Table 1 Boyer Model of Scholarship

Type of Scholarship	Purpose	Measures of Performance
Teaching	Study teaching models and practices to achieve optimal learning.	• Advancing learning theory through classroom research. • Developing and testing instructional materials • Mentoring graduate students • Designing and implementing a program-level assessment system
Discovery	Build new knowledge through traditional research.	• Publishing in peer-reviewed forums • Producing and/or performing creative work within established field • Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	• Preparing a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	• Serving industry or government as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth

Teaching- Definition: Use of professional expertise to transmit knowledge to students in teaching and learning contexts (scholarly teaching), study their teaching practice and engage in activities that contribute to pedagogical thinking in and across their fields. This section may contain duplicative entries from other sections.

These include but are not limited to:
- Research
- Curriculum Development
- Fellowships/Post-Doctoral Work
- Visiting Professor/Scholar

Discovery- Definition: When faculty use their professional expertise to discover knowledge, invent or create original materials.

These include but are not limited to:
- Research

- Computer Software
- Author
- Works of Art
- Scholarship Awards

Integration- Definition: Use of professional expertise to make connections, integrate, and synthesize knowledge into interdisciplinary contexts, including interpreting work for academic and non-academic audience.

These include but are not limited to:

- Academic Presentations
- Expert Testimony/White Paper Presentation
- Editor/Reviewer.

Application- Definition: Use of professional expertise to work in partnership with communities to solve problems of public interest.

These include but are not limited to:
- Appointments on Community Boards/Committees/Associations
- Voluntary Community Boards/Associations
- Service to Professional Association
- Professional Letters to the Editor

III. The Plan for Professional Development for the Upcoming Academic Year

The Plan for Professional Development is completed as part of the strategic planning process within the various programs and/or departments within the College. It is an opportunity for all faculty members, in collaboration with their respective Program Director or Department Chair, as applicable; to assess the areas of professional activity and development in one or more of the four domains of scholarship that will, during the next academic year, contribute to the attainment of programmatic and/or departmental goals. Additionally, the faculty member has an opportunity to identify areas of special academic interest that he/she plans to pursue or is currently pursuing for his/her own academic enrichment and scholarly development. This is initially completed in Section I and expanded here.

IV. Signatures and Recommendations

I.   _____
        Faculty Member   Date Submitted

II.   I do___   do not____   recommend this applicant for renewal.
        I do___   do not____   acknowledge that this applicant is effectively working
                                  toward meeting the standards for tenure and/or promotion
                                  by the anticipated date.

        Reasons:

        _____
        Program Director   Date Reviewed

III.   I do___   do not____   recommend this applicant for renewal.
        I do___   do not____   acknowledge that this applicant is effectively working
                                  toward meeting the standards for tenure and/or promotion
                                  by the anticipated date.

        Reasons:

        _____
        Department Chair   Date Reviewed

IV.   I do___   do not____   recommend this applicant for renewal.
        I do___   do not____   acknowledge that this applicant is effectively working
                                  toward meeting the standards for tenure and/or promotion
                                  by the anticipated date.

        Reasons:

        _____
        Vice-President of Academic Affairs   Date Reviewed

V.   I do____ do not_____ recommend this applicant for renewal.

              I do____ do not_____ acknowledge that this applicant is effectively working
                                         toward meeting the standards for tenure and/or promotion
                                         by the anticipated date.

              Reasons:

_____

President   Date Reviewed

Boyer References

Borra, J. A. (2001). From K-12 school administrator to university professor of educational administration: Similarities, differences, risks and rewards. *Education, 122*, 1*.*

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco: Jossey-Bass.

Braxton, J., Luckey, W., & Holland. P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains. ASHE-ERIC Higher Education Report, 29, San Francisco: Jossey-Bass.*

Edgerton, R. (2000). The re-examination of faculty priorities. In D. DeZure (Ed.), *Learning from* Change*: Landmarks in teaching and learning from* Change *magazine 1969-1999* (pp. 19-22)*.* Sterling, VA: Stylus Publishing.

Glassick, C. E., Huber, M.T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate.* San Francisco: Jossey-Bass.

Massy, W., Wilger, A., & Colbeck, C. (2000). Overcoming "hollowed" collegiality: Departmental cultures and teaching quality. In D. DeZure (Ed.), *Learning from* Change*: Landmarks in teaching and learning from* Change *magazine 1969-1999* (pp. 28-32)*.* Sterling, VA: Stylus Publishing.

O'Meara, K.A., & Rice, E.R. (2005). *Faculty priorities reconsidered.* San Francisco: Jossey-Bass.

Royeen, C. B. (1999). Scholarship revisited: Expanding horizons and guidelines for evaluation of the scholarship of teaching. In P. A. Crist (Ed.), *Innovations in Occupational Therapy Education.* Bethesda, MD: American Occupational Therapy Association.