

PROFESSIONAL PORTFOLIO EVALUATION
College of Arts & Sciences
Tenured Teaching-Track Faculty

Approved: April 2004

Introduction

The Professional Portfolio Evaluation (PPE) is the primary mechanism for the annual evaluation of faculty members. All tenure track and tenured faculty submit a PPE each year for the purposes of determining merit pay increases, post-tenure review, and academic promotion.

The PPE for Tenured Teaching-Track Faculty is especially designed to document and reward excellence in all phases of teaching -- teaching in the classroom primarily but also such activities as conducting research in pedagogy, developing innovative curricula, advising students, tutoring teacher certification candidates, and mentoring junior faculty.

The Professional Portfolio Evaluation system for Tenured Teaching-Track Faculty includes the following categories, which carry the following weights in the overall evaluation:

Phase I:	Teaching	50%
Phase II:	Scholarly Activities	20%
Phase III:	University and Community Service	15%
Phase IV:	Evaluation by Department Chair	15%

Description of the Professional Portfolio Evaluation System

PHASE I: *TEACHING*

Total Weight = 50%

The evaluation of faculty teaching efforts should include both student perceptions of faculty performance and a narrative describing the faculty member's efforts to achieve or maintain teaching excellence. The narrative must be accompanied by supporting documentation.

A. Required Evaluation Items

- * Student Perceptions of Faculty Performance (twice yearly)

B. Narrative Self-Evaluation

The narrative of teaching-related activities should be a self-evaluative description of activities undertaken to improve the quality of one's own teaching, but it should also include a description of any activities that support quality teaching at the university – activities such as mentoring junior faculty, conducting teaching workshops, attending conferences and meetings that focus on pedagogical issues, and advising students. The list below is suggestive of the kinds of documentary evidence that should accompany the narrative self-evaluation. Faculty should include only those items that are directly relevant to the narrative:

- * Students' scores on tests showing evidence of learning, possibly pre- and post-test results.
- * Students' work showing evidence of learning which would include, but limited to such items as workbooks, class logs, portfolios, essays, creative works, and projects.
- * Supervision of master's theses.
- * Independent Study courses
- * Documentary evidence of assistance to students outside of class with course- related problems, advisement, securing employment, letters of recommendation, workshops and tutorial sessions.
- * Special course materials prepared by the professor for students, such as workbooks, manuals, specialized instructional packets, collections of readings.
- * Copies of corrected students work showing identification of errors or weaknesses, suggestions for improvement, encouragement and positive feedback.
- * Peer review of teaching that reflects overall teaching effectiveness.
- * Documentary evidence of improvements in course development.
- * Videotapes of teaching that reflect overall teaching effectiveness.
- * Documentary evidence of special preparations or modifications made to accommodate students with special needs.
- * Web site development.

- * Supervision of undergraduate research.

Should the faculty member provide evidence of teaching effectiveness not listed, the Department Chair and the Dean will determine whether or not credit should be awarded.

PHASE II: RESEARCH, CREATIVE AND OTHER SCHOLARLY ACTIVITIES

Total Weight = 20%

Tenured Teaching-Track Faculty are encouraged to publish in their areas of specialization, but are not required to do so unless they seek promotion. They are required, however, to provide evidence that they are keeping up with current scholarship in the areas of their discipline in which they teach. Thus, in addition to the traditional methods of evaluating scholarship – publishing and attending professional meetings – Tenured Teaching-Track Faculty may receive credit for keeping current in their teaching fields.

A. Research in Teaching Field & Pre-Publication Activities

Credit for research may be given for completion of a reading/research program directly relevant to the content of the specific courses most commonly taught by a faculty member. To receive credit for a reading/research program, a faculty member must provide evidence. The nature of such evidence may vary but is likely to include such documents as reading notes or an annotated bibliography. Tenured Teaching-Track Faculty conducting traditional research meant for publication may receive credit for pre-publication activities, as do Tenured Research-Track Faculty, if they submit a narrative of their research activities during the year. These activities include, but are not limited to, reading in primary and secondary sources, explorations in archival holdings, creation of research materials (e.g., questionnaires), field research activities, and written drafts of reports, papers, book chapters, and grants. The narrative may also document the various forms of preliminary work necessary for faculty engaged in developing exhibits or performances. Documentation for all activities described in the narrative should be made available to the Department Chair, who, in turn, will give appropriate research credit for the pre-publication activities.

B. Publications, Exhibits, Performances

These activities include books, articles, other publications (e.g., creative as well as scholarly works), exhibits and performances (to include such activities as directing, designing, conducting, composing, arranging, recording and choreographing):

The narrative of scholarly activities described above should be followed by a listing, with appropriate explanation and documentation, of publications, exhibits, or performances during the past year, examples of which are listed below:

- * Sole authorship of a book; solo exhibits; solo performances or performance-related activities carried out as a featured or acknowledged individual (to include such activities as those listed within the parenthesis in item “A”).
- * Completion of a grant proposal that has been approved for external funding.
- * Sole authorship of an article in a refereed journal.
- * Co-authorship of a book; participation as a featured artist in small group exhibits, small group performances or ensembles (two or three people) or as a principle section leader of an instrumental group in a larger ensemble (e.g., symphony, choir).
- * Editing of a book or journal.
- * Sole authorship of a chapter in a book.
- * Co- authorship of a chapter in a book.
- * Sole or co-authorship of a research paper or other document published as part of a conference proceedings; performance participation or exhibition participation as part of a large group (more than five people) where the participant is not featured or acknowledged as an individual.
- * Sole authorship of and article in a non- refereed journal.
- * Co-authorship of an article in a non- refereed journal.
- * Sole authorship of a research monograph published for distribution among professionals affiliated with a research agency.
- * Co-authorship of a research monograph published for distribution among professionals affiliated with a research agency.
- * Sole authorship of a research paper published for distribution among professionals affiliated with a research agency.
- * Co-authorship of a research paper published for distribution among professionals affiliated with a research agency.
- * Sole authorship of a teaching syllabus, reference bibliography or teaching exercise which is published in a professional association’s resource manual.
- * Editor of a newsletter.
- * Co-editor of a newsletter.
- * Software publication– to be treated as publication in a refereed or non-refereed journal.
- * Book review.
- * Works published, exhibits shown, performances given.
- * Patents.

C. Involvement in Professional Organizations and Meetings.

Activities include, but are not limited to, presentations, panels, workshops, juries for performing arts, sessions chaired at conferences, and other external venues for which professional participation of an individual has been solicited.

- * Workshop, paper presentation, or performance at a national conference.
- * Workshop, paper presentation, or performance at a state or regional conference.
- * Moderator or session chair at a national, state, or regional conference.

- * Discussant or respondent for a session at a national conference.
- * Discussant or respondent for a session at a state or regional conference.
- * External reviewer of journal submission, monograph, book manuscript by another scholar.

- * External reviewer for promotion and tenure decisions for a faculty member at another university.
- * Attendance at a national conference in the area of expertise.
- * Attendance at a state or regional conference in the area of expertise.
- * Participation in the planning of a national, state, or regional conference.
- * Officer of a professional organization.
- * Member of a committee of a professional organization.

PHASE III: UNIVERSITY AND COMMUNITY SERVICE

Total Weight = 15%

A. Service on Departmental, College, and University Committees

- * Membership on a standing committee.
- * Membership on a specially appointed committee.
- * Development of degree programs and new courses.
- * Recruitment and/or open house participation.

B. Community Service

- * Non- mandatory student internship or other project benefiting a community organization.
- * Service on a community committee.
- * Service on the board of a community committee.
- * Service provided without compensation to the community.
- * Membership in a community organization.
- * Participation in the events of community organizations.

C. Student Service

- * Sponsorship of a club.
- * Supervision of a field trip.

D. Professional Service

- * Consulting services/ workshops in area of expertise, to include artwork, performances and accompaniment.
- * Speaking engagements.

PHASE IV: *EVALUATION BY THE DEPARTMENT CHAIR*

Total Weight = 15%

The faculty member will submit a written self-evaluation (PPE) summarizing his/ her professional performance for the year in Phases I through III. The Department Chair will review the PPE and will present his/ her written evaluation to the faculty member and the Dean.