

Faculty Self-evaluation-revision 2017

Rationale:

The Faculty Council Committee on Finance, Compensation, and Work-Related Policies was charged with examining and revising the faculty self-evaluation. Feedback on the current self-evaluation was gathered through committee visits to departments as well as Canvas Discussion in October 2015.

Commonly-heard faculty concerns/complaints about current form:

much of the data could/should be populated by others at the university

remove advising philosophy

Could the burden of producing two separate documents by tenure track faculty be eliminated or alleviated by a revision?

Move advising out of teaching and indicate how it is assessed?

How do we eliminate the problem of “having an excellent evaluation in a year where raises are small or non-existent?”

Projects (new course development or scholarly work) that take more than one year may be lost
document does not emphasize goal-setting

section on administrative work is not present

no university-wide teaching evaluation

student evaluation data is uneven (filtered and provided by faculty)

Could this be completed using a database or online software, such as Digital Measures (BSOB uses it)?

Broader issues of concern:

What are the expectations for teaching and service?

What is valued by the Deans and how is it measured/evaluated?

Remaining questions:

- How frequently would this more robust evaluation be administered?

- every 2 years? every 3 years?

- How would raises be handled for faculty in the “non-robust evaluation” years?

What data do the Deans/Chairs feel is missing? over-represented? under-represented? needs to be removed?

Should we give some thought to the Boyer Model for Scholarship?

Should there be a more holistic look at faculty work?

TEACHING
Courses and enrollment

FALL				
2nd week enrollment	Course number	Special designations (EHE, AW, etc.)	Credits	Course name

SPRING				
2nd week enrollment	Course number	Special designations (EHE, AW, etc.)	Credits	Course name

SUMMER				
2nd week enrollment	Course number	Special designations (EHE, AW, etc.)	Credits	Course name

B. Previous academic year goals and assessment

goals may include, but are not limited to: pedagogical changes/improvements, content-related goals, students skills, etc.

	Instructional goal	Means to achieve goal	Assessment results
1			
2			
3			
4			

C. Provide a narrative of efforts to achieve the previous year's goals

D. Professional development/workshops attended

E. Current academic year goals

One goal for each course (multiple sections count as a single course) should be indicated. Planning for new course offerings may be included here. Please indicate the academic year and semester in which the new course is likely to be first offered.

	Instructional goal	Means to achieve goal
F. I goal 1		
2		
3		
4		

G. Student evaluation data for instructor is provided as well as department, college, and specialty course (Core division, Honors, etc.) averages. All student comments are provided as well. You may respond to these evaluations in a narrative if you choose.

H. Honors theses (provided by the Honors Program), senior departmental theses (provided by Chair)/other examples?

Advisor:

Second reader:

I. Independent studies (please describe your role and the time investment in each case)

J. Course-load reductions for the previous year and current year:

Previous academic year:

Current academic year:

K. Awards, grants, or recognition for your teaching

L. New courses

M. Discuss any work related to teaching that is not captured in this form.

ADVISING

Undergraduate

Fall	Spring	
		Freshmen in cohort advising
		Sophomores in cohort advising
		Academic Major advisees
		Transient (study abroad) advisees

Graduate

	Master's student advisees (non-thesis) or examination committee member
	Master's student advisees (thesis) where you were the primary advisor
	Master's student advisees (thesis) where you were a committee member

C. Orientations

	Fall in which you last participated in cohort advising
	Transfer Student Orientations

D. *Professional development/attendance at work shops related to advising*

E. Discuss any work related to advising that is not captured in this form.

3. SCHOLARSHIP/RESEARCH

A. Acceptable publication rates differ by discipline and field. As well the nature of research productivity may come in various forms. The agreed-upon expectation for research productivity is listed below.

For example: “one scholarly article every 3 years”

B. Publications

An attempt has been made to classify the entries provided for you. Entries are coded by bracketed numbers designating the following categories: books [1]; articles/chapters/proceedings [2]; monographs/reports [3]; reviews, review articles, and reference-work articles [4]; creative works [5]; newspapers, newsletters, miscellaneous [6]; journal editorship [7]. Please correct the classifications if necessary, and provide a rationale for the correction. Also, please eliminate any publications for which you previously claimed credit (for example, any publications that were issued early in 2015 and appeared in last year’s evaluation). The listing provided is limited to works submitted to the Provost and Academic Vice President’s office and subsequently included in the Faculty Bibliography.

Please feel free to add works published between June 30 and August 31, 2016, that may not have appeared on the pre-printed form. In addition, place an asterisk () before a refereed publication.*

“Provide all published scholarly research in twice the time period indicated in Part 3A. For example, list published scholarly research in the last six years.”

C. Research projects and goals

Briefly describe the progress and status (initiated, mid-stage, near completion, submitted, accepted but not published) of research projects. Where applicable, provide names of undergraduate and graduate student collaborators.

D. Course Load Reduction

- a. Are you seeking a course load reduction for research? _____ (standard course load is 12 credits per semester) _____
- b. List all course load reductions that you hold (per semester) for reasons other than research/writing (e.g., chairing a department, administrative assignment, editorial role).

E. External Grants (Sponsored Research).

List research and/or grant proposals submitted for funding by sources outside the University and indicate their present status, i.e., funded, pending, denied.

F. Certifications (certification required of all faculty).

- a. Policy on Conflicts of Interest Related to Sponsored Projects.

By initialing the box below and signing this self-evaluation form, I attest that I have read and comply with the John Carroll University Policy on Conflicts of Interest Related to Sponsored Projects concerning research and consulting activities as set forth online at

<http://webmedia.jcu.edu/research/files/2012/06/SRDisclosurePolicy.pdf>.

- b. Policy of the Institutional Review Board for Human Subjects.

By initialing the box below and signing this self-evaluation form, I attest that I have read and comply with the John Carroll University Institutional Review Board Policy, as set forth online at <http://webmedia.jcu.edu/research/files/2013/01/IRBPolicy.pdf>.

G. Awards or recognition for research

H. Discuss any work related to research/scholarship that is not captured in this form.

4. SERVICE

A. Professional Academic Service.

Offices held, committees chaired, conferences convened, etc., in conjunction with scholarly or professional associations. Indicate board memberships or offices.

Journal editing, book/article abstracting, journal article refereeing, book refereeing.

Memberships in or attendance at professional academic/practitioner associations.

B. University and Departmental Service.

Committees (department/college/school/University), including committee chairing.

Other University service.

- In Part 4B, department and committee chairs will provide a brief indication of time invested and outcomes. Faculty will be able to comment on this as well in Part 5 or a section could be added in Part 4 for general comments related to this work. However, requiring the committee or department chair to share the

C. Community service.

D. *Professional development*

Please list professional development/attendance at workshops related to service

E. Service goals/planning

Briefly indicate your goals for increasing or decreasing service with appropriate rationale.

F. Awards or professional recognition related to service.

G. Discuss any work related to service that is not captured in this form.

5. ADMINISTRATIVE WORK

6. FACULTY MEMBER'S COMMENTS

7. CHAIR'S COMMENTS

