

# Periodic Evaluation Assistance

1/12/06

This document is provided to assist faculty members in preparing their evaluation packages, and the Peer Review Committees, Department Head and Dean in doing their evaluations. It includes materials extracted from the Department's ARPT Guidelines and provides questions that can be used in preparing and evaluating submissions. Everyone is encouraged to review the ARPT Guidelines before preparing and evaluating submissions.

The packages submitted by faculty members to support the evaluation process are very important. They should make it possible for evaluators to write specific and clear statements that are supported by the evidence included in the packages.

## Teaching Effectiveness (Required for all faculty)

The elements of a faculty member's submission that support the evaluation of teaching effectiveness include:

- Faculty Evaluation Report
- Course Syllabi
- Portfolio of Student Work
- Student Evaluations

## Questions To Address

What courses, identified in the Faculty Evaluation Report, were taught during the evaluation period?

What do Student Evaluations indicate about the faculty member's teaching success?

Are the faculty member's reflections concerning their teaching thoughtful and insightful as evident in the Faculty Evaluation Report?

Do the faculty member's reflections concerning their teaching, course materials and student work provide evidence of teaching improvements or innovation?

What evidence does the faculty member present that they are maintaining currency in the profession?

Are complete and clear syllabi provided for all courses taught during the evaluation period?

Do assignments identify learning objectives and evaluative criteria?

Do courses address appropriate content as evident in the syllabi, assignments and student work?

Does student work exhibit an appropriate level of depth, development and creativity?

Do letters from peers or teaching awards provide evidence of the quality of the faculty member's teaching?

What are specific suggestions for improvement?

## Teaching Criteria

The criteria for the assessment of effective teaching shall include but not be limited to:

Competence and currency in the discipline

Currency of material presented

Comprehensiveness of material presented

Rigor of treatment and depth of material presented

Appropriateness and relevance of material and assignments to course objectives

Versatility and appropriateness of teaching techniques

Effectiveness of teaching techniques

Ability to communicate ideas effectively

Teaching stimulates student creativity and energy

Organization of course

Organization of material presented

Defined methods and criteria for evaluating student achievement

Clarity, quality and fairness in evaluation of student performance

Tolerance and understanding of, and respect for, diverse opinions

Effectiveness of student consultations

Accessibility of faculty member to the students

Concern for individual students and class as a whole

Relationship with students in class

Changes indicating improvements in teaching performance

Enhancement or development of existing course

Development of a new course

## **Professional Growth (Not required for Full- or Part-Time Lecturers)**

The elements of a candidate's submission that support the evaluation of professional growth include:

- Faculty Evaluation Report
- Professional Development Plan
- Other materials (e.g., papers, presentations, awards, photos of work, etc.)

All tenured and probationary faculty members are expected to demonstrate continuing sound and effective intellectual work in one or more of the four types of scholarship: Scholarship of Teaching; Scholarship of Discovery; Scholarship of Integration; and Scholarship of Application.

### **Questions To Address**

What are the professional development items identified in the Faculty Evaluation Report that were accomplished during the evaluation period?

Do the items identified in the Faculty Evaluation Report make appropriate progress in meeting goals set in the faculty member's current Professional Development Plan?

What level of depth, development and creativity are exhibited in work presented?

Is the faculty member's Professional Development Plan and revised plan appropriate in terms of goals and the ability of the candidate to achieve the goals? Is the plan appropriate for probationary faculty to achieve tenure?

Does the faculty member's Professional Development Plan identify specific and measurable goals?

What are specific suggestions for improvement?

### **Professional Growth Products**

Paper presentation: presentation made to professional audiences based on written papers or abstracts.

Published works and designs: paper, articles, books and book chapters published (or edited) in any source that has a procedure for manuscript review.

Grants: completed grant applications and grants awarded.

Invited lectures: invited lectures to audiences off-campus.

Competitions: local, regional, national, and international design competitions entered.

Exhibitions: curated and juried exhibitions of faculty work displayed in local, regional, national, or international arenas.

Video presentations: includes work that explores the artistic merits of video media, or documents research and service activities.

Reports of outreach activities: published works that describe the theory and application of methods of outreach activities.

Private consulting or commissions: commissioned design work or works of art in a form that communicates to others the nature of the work.

Software: new software developed, or current software applied in a unique manner, prepared in a form that communicates to others.

Digital media: electronic journals, web-based disseminated competitions, etc.

Recognition: juried awards for projects completed, critical professional and public recognition of projects completed.

## **Service (Not required for Full- or Part-Time Lecturers)**

All faculty members are expected to participate in College, Departmental and instructional area meetings as part of their basic responsibilities. Service addresses activities beyond these basic responsibilities.

The elements of a candidate's submission that support the evaluation of service include:

- Faculty Evaluation Report
- Professional Development Plan
- Other materials (e.g., letters, awards, etc.)

### **Questions To Address**

What are the service activities identified in the Faculty Evaluation Report that were accomplished during the evaluation period?

What level of contribution is evident by the faculty member's service within the University, College and Department; the community outside the University; and to the professional or academic communities during the evaluation period?

What are specific suggestions for improvement?

### **Service to the Department, College, and University includes but is not limited to:**

- Collegiality and collaboration
- Demonstrated Initiative and leadership
- Demonstrated dependability and quality in assignments or tasks undertaken
- Participation in student academic advising and counseling
- Participation in Department committees and activities
- Participation in College committees and activities
- Participation in University committees and activities
- Participation in California State University system committees and activities
- Advising student clubs and groups
- Elected or appointed administrative leadership

### **Service to community may include but is not limited to:**

- Leadership and participation with outreach programs of the University
- Lectures, exhibits, speeches, design, and planning for public groups
- Consultation pro bono for civic and other public groups
- Assisting agencies and organizations by reviewing proposals and publications, juries and awards, etc.
- Providing consultation to governmental agencies and non-profit civic organizations
- Donation of professional skills to community projects
- Serving as a member of civic boards, commissions, committees, councils, task forces, etc.

Professional service may include but is not limited to:

- Leadership and participation in the organization and activities of professional and academic organizations
- Refereeing scholarly and professional journals and research proposals
- Participation in professional licensing boards and related activities
- Contributions to continuing education in the candidate's field of expertise
- Pro bono research and consultation for professional or academic organizations