



Point Loma Nazarene University
Faculty Evaluation
Self and Academic Unit Leader Evaluation
(Revised April 2015)

NOTE: Please review together and then e-mail to your college dean

Objective: To obtain a thorough and integrated summary and profile of the faculty member’s professional performance, incorporating all relevant data sources (e.g. peer evaluations, student evaluations and academic unit leader observations).

I. Instructions

- A. The faculty member is to complete the form and then upload it to LiveText.
- B. The academic unit leader is to complete the form and discuss the form with the faculty member.
- C. The academic unit leader is to upload the form to LiveText.

II. Data

Name:	Rank:	Academic Unit:
Terminal degree completed ? (Y/N)	Active degree program? (Y/N, Current Status, and School Name)	Date completed by faculty member:
Date completed by academic unit leader:	Date of meeting with academic unit leader:	Date reviewed by college dean:

III. Load Description (current contract year)

Fall		Spring	
Class or Activity	Load Credit	Class or Activity	Load Credit

(Insert rows as needed)

Advising Load

Faculty meeting attendance (AUL enters record based on Provost’s office records)
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IV. Teacher Effectiveness (Please be brief and succinct, use of bullet points is acceptable.)

A. How have you developed and maintained command of your subject matter? (Basis in formal study or personal study; focus of writing and research; activities to keep current for courses)

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B. What teaching methods, learning activities and testing modalities do you connect to your course objectives? (How do you promote the core competencies and application of course material?)

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C. How do you promote student engagement in the learning activities of your courses?

D. How do you help your least motivated student(s) engage in the learning activities of your courses?

E. How do you demonstrate *hospitable engagement* for students? How do you encourage students to demonstrate *hospitable engagement* for each other?

F. How do you demonstrate your faith in the classroom? Be specific.

Academic Unit Leader Comments:

Rate the faculty member on overall *Teacher Effectiveness* (A – F) using the categories from the rating scale below (circle one):

- '1' Below expectations
- '2' Need improvement
- '3' Meets expectations
- '4' Very good
- '5' Stellar

Rationale with evidence:

V. Knowledge and Scholarship (Please be brief and succinct, use of bullet points is acceptable.)

Scholarship includes the scholarship of teaching and learning, the scholarship of integration, the scholarship of discovery, and the scholarship of application.

A. What areas of scholarly work have you been pursuing since your last self and academic unit leader evaluation?

B. What is the goal of your scholarship?

C. In what professional activities have you participated since your last self and academic unit leader evaluation?

D. How have your scholarly activities contributed to your scholarly agenda and teaching?

Academic Unit Leader Comments:

Rate the faculty member on overall *Knowledge and Scholarship* (A – D) using the categories from the rating scale below (circle one):

- '1' Below expectations
- '2' Need improvement
- '3' Meets expectations

'4' Very good
'5' Stellar

Rationale with evidence:

VI. Service (Please be brief and succinct, use of bullet points is acceptable.)

A. Institutional service: On what university committees have you served since your last self-evaluation? With what other campus service responsibilities have you been involved?

B. Academic unit service: What academic unit services have you provided since your last self-evaluation (e.g., work on assessment, program review, accreditation, direction of student research, honor's projects; consultation with other departments; work with CTL, Wesleyan Center, etc.)?

C. External service: What external services have you provided since your last self and academic unit leader evaluation (e.g., conference organizer, professional panel, plenary speaker, professional consulting, reviewer for grant proposal, conference reviewer, etc.)

Academic Unit Leader Comments:

Rate the faculty member on overall *Institutional Service* (A – D) using the categories from the rating scale below (circle one):

- '1' Below expectations
- '2' Need improvement
- '3' Meets expectations
- '4' Very good
- '5' Stellar

Rationale with evidence:

VII. Community and Church Responsibilities (Please be brief and succinct, use of bullet points is acceptable.)

Please list the roles/responsibilities you have filled in your church and/or in the larger community

Community roles/responsibilities:

Church roles/responsibilities:

Do any of the community or church responsibilities utilize your disciplinary or professional expertise? Explain

Academic Unit Leader Comments:

Rate the faculty member on *Community and Church Responsibilities* using the categories from the rating scale below (circle one):

- '1' Below expectations
- '2' Need improvement
- '3' Meets expectations
- '4' Very good

'5' Stellar

Rationale with evidence:

VIII. Goals and Assessments

(Please list and assess progress on your professional goals.)

A. Previous Years

Academic Unit Leader Comments:

Rate the faculty member on *Goals and Assessments* using the categories from the rating scale below (circle one):

- '1' Below expectations
- '2' Need improvement
- '3' Meets expectations
- '4' Very good
- '5' Stellar

Rationale with evidence:

IX. Collegiality - Academic Unit Leader Rating

In reference to the collegiality rubric, rate the faculty member on *Collegiality* using the categories from the rating scale below (circle one):

Unacceptable	Acceptable (Threshold)	Superior
<p>Evidence that the applicant has reduced the mutual trust of the PLNU campus community by:</p> <ul style="list-style-type: none"> 1) Not respecting colleagues, staff, or students; or by displaying demeaning behavior or an attitude of superiority; or harassing/bullying colleagues, staff, or students. 2) Not contributing in a meaningful way to the common mission of the University, the particular needs of her/his department, or the tasks associated with campus service. 	<p>Evidence that the applicant has increased the mutual trust of the PLNU campus community by:</p> <ul style="list-style-type: none"> 1) Being respectful of colleagues, staff, and students; promoting mutual trust through positive interaction and genuine concern for the needs of his/her department. 2) Maintaining a respectful attitude when disagreeing with staff, colleagues, and students. Minor incidents, if they occur, are rare and are quickly followed by apologies and reconciliation. 3) Contributing in a meaningful way to the common mission of the University, the particular needs of her/his department and the tasks associated with campus service. 	<p>Evidence that the applicant has increased the mutual trust of the PLNU campus community by:</p> <ul style="list-style-type: none"> 1) Being respectful of colleagues, staff, and students; promoting mutual trust through positive interaction and genuine concern for the needs of his/her department. 2) Maintaining a respectful attitude when disagreeing with staff, colleagues, and students. 3) Contributing in a meaningful way to the common mission of the University, the particular needs of her/his department and the tasks associated with campus service. 4) Supporting colleagues, and breaking down barriers in the campus community.

- '1' Below expectations
- '2' Need improvement
- '3' Meets expectations
- '4' Very good
- '5' Stellar

Rationale:

X. Overall Rating and Recommendation- Academic Unit Leader Rating

Rate the faculty member overall (average of the sections above) using the rating scale below (circle one):

- '1' Below expectations
- '2' Need improvement
- '3' Meets expectations
- '4' Very good
- '5' Stellar

Recommendation for Employment

Recommendation for Promotion

Recommendation for Tenure