**Messiah University**

**Professional Development and Performance Report**

**for Ranked Faculty: Term Tenure and Clinical Track – Approved Doctorate**

**[Due Date: May 31, 2022]**

**The Professional Development and Performance report is one component of the Annual Review process for faculty members. The goals of the Annual Review are t**o provide deans a vehicle by which to provide annual feedback to ranked faculty members regarding their work performance and to provide each ranked faculty member and his/her respective department chair with annual information regarding the dean’s assessment of the faculty member’s work performance. Annual Reviews take place near the end of each contract year, and the Review process begins with faculty submission of this Report. More information about the Annual Review process is available in the [COE Handbook Section 6](https://www.messiah.edu/download/downloads/id/5271/COE_Handbook_Section_6_20180205.pdf).

**The faculty member should submit this completed form to his or her chair by May 31.** (Faculty members teaching a May-term cross-cultural course shall have a June 30 deadline). **Chairs will provide input and submit forms for their department to their School Dean by June 30. Deans will complete the forms with their input and return them to the faculty member by July 31.**

# ****Faculty Name & Rank:****

|  |  |
| --- | --- |
| **Faculty Name:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Current Rank:** | Assistant Professor | Associate Professor | Full Professor |

**Annual Record of Professional Activities: June 1, 2021 – May 31, 2022**

# ****Faculty Load Information****

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall Semester** | | **Spring Semester** | | **Summer Session** |
| ***Courses Taught*** | **Non-instructional loaded assignments** | ***Courses Taught*** | **Non-instructional loaded assignments** | ***Courses Taught*** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# ****Teaching****

|  |  |
| --- | --- |
| **Hover over italicized text below for a brief description of the six criteria used to evaluate teaching.** For more information, reference the [COE Handbook Section 6](https://www.messiah.edu/download/downloads/id/5271/COE_Handbook_Section_6_20180205.pdf). (In particular, see Section 6.IV.A.3: “Definitions of the Six Teaching Criteria”.) | |
| Criteria | Reflecting on your efforts to develop, deliver, assess, and revise your courses this year, describe how you have given attention to the six teaching criteria. Identify examples from specific course contexts, when applicable. Note that it is appropriate to focus on two or three criteria from one year to the next. |
| ***[Content Knowledge](#Content_Knowledge" \o "Demonstrates sufficient currency, depth, and breadth of knowledge of the subject matter that one is teaching; communicates content clearly; knowledge of curricular context in which content/skills are being taught.)*** |  |
| ***[Faith and Learning](#Faith_And_Learning" \o "Provides support for students to identify connections between Christian faith and learning in the discipline and/or their vocational pursuits. )*** |  |
| ***[Inclusive Excellence](#Inclusive_Excellence" \o "Design and delivery of courses (course content, pedagogy, and/or classroom climate) that takes into account students’ diverse backgrounds and learning styles. )*** |  |
| *[Organizational Supports](#Organizational_Supports" \o "Develops structures and activities for courses and for individual class sessions that support student achievement of the course learning objectives; course expectations appropriate to course level and clearly communicated.)* |  |
| ***[Student Engagement](#Student_Engagement" \o "Creates an academic context that encourages students to be meaningfully involved in their learning. )*** |  |
| ***[Evidence of Student Learning](#Student_Learning" \o "Uses appropriate tools to measure student learning in one’s courses; uses assessment results to guide teaching practice. )*** |  |

## Courses created this year:

## Courses significantly revised this year:

## Grants received related to teaching:

## Activities related to development of teaching (attended conferences/ workshops, participated in Faculty Development programs/consultations, and/or other activities related to teaching):

# ****Institutional Service****

**Institutional service includes various forms of student engagement, including academic advising; administrative work, committee work, and other non-teaching activities that promote the effective functioning of the University; and community, national, and international service that advances the mission of the University, as long as that service has a clear connection to the faculty member’s role at the University.**

**For the purposes of evaluating faculty members, various forms of institutional service shall be assigned to one of five categories, referenced below. Place your mouse over italicized text for a brief description.** For more information, reference the [COE Handbook Section 6](https://www.messiah.edu/download/downloads/id/5271/COE_Handbook_Section_6_20180205.pdf).

## *Academic Advising*

|  |  |
| --- | --- |
| *Number of Advisees* |  |

Assessment of advising effectiveness: (place mouse over italicized text above for brief aspects of advising to assess. Or see [page 2 of the Advising Handbook](http://www.messiah.edu/download/downloads/id/2380/2016_Advising_Handbook_I_Advising_Philosophy_and_Foundations.pdf).)

## *Student Engagement:*

|  |
| --- |
| * 1. Organization(s) for which you served as advisor |
| * 1. Student research projects (Honors or others), directed or independent studies |
| * 1. Chapel session(s) or classes for which you served as speaker or coordinator |
| * 1. *Departmental or University activities*, outside of normal working hours, you attended or coordinated |
| * 1. Other activities |

## *Institutional Effectiveness*

|  |
| --- |
| 1. *School or Department Committee/Task Force Service* |
| 1. Contributions to departmental review, accreditation reports or program assessment |
| 1. Faculty mentoring |
| 1. Other activities |

## *University Governance*

|  |
| --- |
| 1. Assigned administrative roles |
| 1. University*-Level Committee/Task Force Service* |
| 1. Other activities |

## *University Sustainability*

|  |
| --- |
| 1. University/department recruitment or retention events you attended or coordinated |
| 1. Engaging Alumni (maintaining a social media site, editing dept. newsletter, etc.) |
| 1. Service Day activities in which you participated or that you coordinated |
| 1. Speaking engagements, performances/exhibitions in the local or broader community that connect to your University role |
| 1. Community Events (i.e. health fairs, etc.) you attended or coordinated that connect to your University role |
| 1. Consultant or advising service(s) you provided to church, community, or government agencies that connect to your University role |
| 1. Other activities |

## *Grants received related to institutional service*

## *Conferences, Workshops and Other Activities Related to Institutional Service*

# ****Scholarship****

For reference, scholarly work at Messiah University is organized into two categories; scholarly product and scholarly activity.

Scholarly products at Messiah University will be considered to be of Level 1 (lesser) or Level 2 (greater) significance, depending on the competitive level of the venue of dissemination. A scholarly product is an endeavor that meets all of the following:

* Requires academic expertise and/or a national reputation
* Is conducted in scholarly manner with clear goals, preparation, and methodology
* Has significant impact in that it breaks new ground, demonstrates innovation with known principles, or enhances the work of others in the discipline
* is documented and disseminated to the scholarly community
* is judged significant by one’s peers (i.e. is peer-reviewed by disciplinary experts)

A scholarly activity is a scholarly-related endeavor that does not meet all of the criteria of a scholarly product.

## Professional presentations

Including conference presentations, invited addresses, performances, and exhibitions

## *Publications*

## *External Disciplinary consultant*

## *External Grants received*

## *Messiah University Internal Grants*

## Leadership positions held in external professional organizations

## Scholarly events you coordinated (on or off campus)

## *Professional Reviews*

## Internal consultation and/or data analysis

## *Self-*publication

## *Graduate Study*

## Other scholarly products or activities

# ****Self-Assessment of Performance****

**June 1, 2020 – May 31, 2021**

**List the goals from the previous year and briefly assess your progress in achieving those goals.** (If completing your first year as a ranked faculty member at Messiah University, please provide a general assessment of the year.**)**

## ***Teaching***

|  |  |
| --- | --- |
| **Goal from Previous Academic Year** | **Assessment** |
|  |  |
|  |  |
|  |  |
|  |  |

## ***Institutional Service***

|  |  |
| --- | --- |
| **Goal from Previous Academic Year** | **Assessment** |
|  |  |
|  |  |
|  |  |
|  |  |

## ***Scholarship***

|  |  |
| --- | --- |
| **Goal from Previous Academic Year** | **Assessment** |
|  |  |
|  |  |
|  |  |
|  |  |

# ****Professional Development Goals:****

**June 1, 2021 – May 31, 2022**

In light of the self-assessment of your performance in the past year, indicate your professional development goals in the three major areas of faculty responsibility. These goals should be measurable over time, and informed by departmental, school and institutional planning and priorities. While goals will vary among faculty, 1-3 meaningful and measurable goals for each area is a typical range.

## ***Teaching***

## ***Institutional*** ***Service***

## ***Scholarship***

# Department Chair/Graduate Program Director Input

Comments on ***Teaching:***

Comments on ***Institutional Service*:**

Comments on ***Scholarship***:

Department Chair/Graduate Program Director (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/Graduate Program Director (signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# School Dean Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teaching*** | Satisfactory | Verging on Unsatisfactory | Unsatisfactory |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Institutional Service*** | Satisfactory | Verging on Unsatisfactory | Unsatisfactory |

|  |  |  |
| --- | --- | --- |
| *Advising*: | No Concern | Some Concern |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Collegiality*: | No Concern | Some Concern |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Scholarship*** | Satisfactory | Verging on Unsatisfactory | Unsatisfactory |

Summary comments:

Dean (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean (signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The School Dean will forward the completed document to the Office of Faculty Development (with a copy to the Department Chair and the Ranked Faculty Member) at which time the professional development funds will be made available.**

# Workload Reallocation Annual Report

Faculty members in the Workload Reallocation Program are expected to be functioning at the meritorious level of scholarship and to report annually on scholarly progress and goals. Summarize your scholarly progress in the last academic year and state your goals for the coming year. The standards for Meritorious Scholarship, as described in the [COE Handbook Section 6](https://www.messiah.edu/download/downloads/id/5271/COE_Handbook_Section_6_20180205.pdf), are given below.

To be deemed meritorious in the area of scholarship, a term-tenure-track faculty member must demonstrate one of the following over the five- or six-year period of his/her [Term Tenure & Promotion] review:

1. Regular production of scholarly products in Level 1, i.e., an average of approximately one per year during the review period
2. Intermittent production of scholarly products in Level 2, i.e., two or three during the review period
3. A combination of scholarly products that would be equivalent to one of the above (a. or b.)

## Faculty Assessment:

State your WLR goals toward scholarly products over the last year and assess your progress.

Outline your plans for maintaining meritorious scholarship and furthering your progress toward your WLR-related scholarly products in the coming year. If any of your goals have changed, indicate those changes below.

|  |  |
| --- | --- |
| Faculty Member (name) |  |

|  |  |
| --- | --- |
| Date |  |

## School Dean Comments:

|  |  |
| --- | --- |
| Dean (name) |  |

|  |  |
| --- | --- |
| Date |  |