# Instructions for Completing the Personnel Evaluation Report

### The Teacher-Scholar:

Geneseo’s faculty is a diverse community of teacher-scholars with individual strengths, who work together to advance the College’s Mission. Through dedication to teaching, scholarly and creative work, and service to the campus and wider communities, faculty promote Geneseo values of excellence, innovation, diversity, and community. Faculty roles are in consonance with the Mission, evaluation is aligned with these roles, and the reward structure is consistent with evaluation. The evaluation system acknowledges the importance of a diverse faculty (intellectually, pedagogically, and socially). Evaluation is clearly aligned with accepted faculty roles, the most valued of which is teaching. Because Geneseo is a community of teacher-scholars, the faculty is expected to participate in scholarly and creative endeavors, and in institutional governance. (abridged from Geneseo’s Conceptual Framework for Faculty Roles, Rewards, and Evaluation).

In decisions involving personnel evaluation, Geneseo faculty members are expected to show evidence of excellence as teacher-scholars and active engagement in service to the College, their discipline, and/or the public.

Productivity will be evaluated according to teaching (50%), contributions to the discipline (35%), and service (15%). Departments have established departmental guidelines for evaluating their respective faculty members.

The Personnel Evaluation Report (PER) is divided into three evaluative categories corresponding to these roles. The purpose of this form is to assist the Department Chair and Department Personnel Committee in presenting evidence for or against renewal, continuing appointment, or promotion.

The first category, “Contributions to Teaching,” concerns the role of the faculty member as an instructor.  Excellence as a teacher includes activities that are both directly and indirectly focused on students. In addition to classroom effectiveness, a faculty member can contribute to student learning through efforts to improve teaching methods, mentoring activities (e.g., directed study, academic organization advisement, thesis supervision, research supervision, independent research or creative work, group community projects, and performances), high-impact practices (e.g., participation in living-learning communities; place-based learning, including community-based inquiry, fieldwork, study abroad, and study away; interdisciplinary teaching; problem-focused or project-focused pedagogies; service learning programs; supervision of internships, practicums, and other types of applied learning), academic advisement, course development, college curriculum development, and college activities that enrich student learning.

The second category, “Contributions to the Discipline,” concerns the role of the scholar. Excellence as a scholar includes activities related to the faculty member’s academic expertise. Contributions to the discipline may include creation of new knowledge or products, interdisciplinary scholarly work, integrative assessment of information, the scholarship of teaching and learning, and/or the application of knowledge or products.

The third category, “Contributions to Service,” concerns the role of the faculty member as an engaged member of the College community, his or her respective professional community, and the public. Excellence as a civically engaged community member includes activities that directly and indirectly serve the College and the respective professional disciplines and discipline-related activities that serve the general public. Contributions to service may include involvement in departmental, institutional, and professional committees or governance; involvement in campus events or organizations; peer reviewing or editing of professional publications; guest lecturing; and involvement in public outreach activities that are directly related to the individual’s scholarly expertise.

Suggested activities that may be considered for the three evaluative categories are found in the Appendix. The Appendix is a resource for academic employees and evaluators, NOT a checklist of items that every candidate must achieve. Departmental Guidelines, the needs of the College, and the candidate’s stage of career will determine which activities are appropriate for an academic employee’s evaluation. In some departments, sources of information other than those in the Appendix may also be appropriate.

### Ratings and Narrative

For each of the **three** categories on the PER, evaluators should provide a rating of “Unacceptable performance,” “Needs improvement,” “Acceptable performance,” or “Model performance.” Expectations for performance are defined by the Guidelines of each school or department.

Narrative comments must be provided to support each recommendation, including commendations for excellent performance as well as suggestions for improvement. These comments should give quality feedback to the candidate concerning his or her status relative to the departmental guidelines, and, for term renewals, his or her status with respect to eventually achieving continuing appointment. Narrative comments should include supporting evidence. If a need for improvement is identified, provide specific suggestions for type and method of improvement. If suggestions for improvement were included in previous evaluations, note progress toward improvement. Ratings other than “Model performance” must be given with

1) specific feedback as to which standards of professional performance were not met,

2) suggestions for improvement, and

3) a written commitment to assist the individual in accessing resources required for improvement.

The Conclusions section at the end of the document is to be used to summarize key points of the narrative to justify the final decision of “Recommended” or “Not recommended,” particularly in cases where the candidate’s performance in one or more categories was rated “Unacceptable performance.”

### Feedback to Candidate

Upon completion of the PER form, the Department Personnel Committee and the Chair/Dean shall provide a copy to the candidate. The Department Personnel Committee and the Chair/Dean may meet with the candidate to review the completed PER forms.

# Personnel Evaluation Report

**Contract Renewal, Continuing Appointment, or Promotion of Academic Employees**

Candidate’s Name Date:

Evaluator’s Name/Rank:

Action Considered (check one):

 Contract Renewal from (date) to (date)

 Continuing Appointment starting (date)

 Promotion from to

### I. Evaluation of Contributions to Teaching

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each of the following topics and other topics specific to the department as stated in the Department Guidelines.)*

Preparation for Teaching

Classroom Effectiveness

Mentoring Activities and High Impact Practices

Contributions to Curriculum

Professional Development

Academic Advisement

**Performance rating: \_\_\_\_\_ Unacceptable performance**

 **\_\_\_\_\_ Needs improvement**

 **\_\_\_\_\_ Acceptable performance**

 **\_\_\_\_\_ Model performance**

### II. Evaluation of Contributions to the Discipline

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each applicable topic and other topics specific to the department as stated in the Department Guidelines.)*

Original Work

Integration

Application

Scholarship of Teaching

Professional Development

**Performance rating: \_\_\_\_\_ Unacceptable performance**

 **\_\_\_\_\_ Needs improvement**

 **\_\_\_\_\_ Acceptable performance**

 **\_\_\_\_\_ Model performance**

### III. Evaluation of Contributions to Service

*(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each applicable topic and other topics specific to the department as stated in the Department Guidelines.)*

Professional Service

Department and College Service

Public Service

**Performance rating: \_\_\_\_\_ Unacceptable performance**

 **\_\_\_\_\_ Needs improvement**

 **\_\_\_\_\_ Acceptable performance**

 **\_\_\_\_\_ Model performance**

### IV. Conclusions

*(Please provide narrative summary and comments.)*

 **Summary Decision: \_\_\_\_\_ Recommended for current personnel action**

 **\_\_\_\_\_ Not recommended for current personnel action**

**SIGNATURE(S) OF DEPARTMENT/SCHOOL CHAIR/DIRECTOR/HEAD OR DEPARTMENT/SCHOOL COMMITTEE**

# Appendix: Suggested Sources and Types of Information

The following appendix is intended to assist in the identification of activities that could be considered in personnel evaluation. This Appendix is neither exhaustive nor exclusive. Departmental guidelines will contain more specific information concerning relative importance of various activities.

## Sources of information relevant to evaluation:

Potential sources of information vary by discipline. These may include, but are not limited to:

* A portfolio of teaching materials, including course syllabi, course outlines, lecture outlines, class activities, homework assignments, representative exams, etc.;
* A written self-appraisal of successes and efforts to improve as a teacher-scholar;
* Peer and Department Chair reports of classroom observations ;
* Copies of publications, presentations, creative activities (or other appropriate evidence such as letters from editors, reviewers, or other discipline-related experts);
* Detailed list of committee or administrative work, and discipline-related community activity;
* Letters of support from colleagues, external research collaborators, service-related organizations, etc.;
* Student evaluations (from survey responses, interviews, or letters from students).

For most types of information listed below, peers, supervisors, or experts in the field are the appropriate evaluators. Student evaluations can be applied appropriately only for assessment of classroom effectiveness, advisement, or mentoring.

## Contributions to Teaching

### Preparation for Teaching

Holds terminal degree (or licensing, if applicable) that is appropriate for discipline. Constructs syllabi that meet Senate requirements. Clearly identifies student evaluation procedures and learning outcomes. Sets expectations for students that are appropriately challenging for the course level. Chooses textbook, readings, or other materials at an appropriate level for the course. Meets department expectations for material in course outlines. Maintains currency in course content. Makes assignments that are appropriate for course level. Uses assessment procedures of appropriate format for course. Uses assessment procedures of appropriate difficulty for course level.

### Classroom Effectiveness

Conducts well-organized class meetings. Clarifies purposes and procedures of small-group, laboratory, practica, or studio activities (if used). Clearly presents topics and key points of lectures (if used). Clarifies relevance and contributions to course objectives for lectures and/or activities. Invites students’ questions and/or comments as appropriate. Responds to students’ questions appropriately. Considers and adapts to the needs of a diverse population of students. Provides timely feedback on student performance.

### Mentoring Activities and High Impact Practices

Mentoring activities (e.g., directed study, research supervision, independent research or creative work, group community projects, academic organization advisement) and High Impact Practices (e.g., participation in living-learning communities; place-based learning, including community-based inquiry, fieldwork, study abroad, and study away; interdisciplinary teaching; problem-focused or project-focused pedagogies; service learning programs; supervision of internships, practicums, and other types of applied learning).

### Contributions to Curriculum

Proposes new or revised courses or programs. Uses innovative course materials, teaching techniques, or learning technology. Contributes to committee work relevant to curriculum development or revision. Participates in interdisciplinary curriculum development, team teaching, programs, and/or grants.

### Professional Development

Attends conferences, workshops, lectures, or other programs designed to improve pedagogy or curriculum development. Participates in roundtable, brown bag, or other forms of collaboration or faculty development.

### Academic Advisement

Maintains advisee load that meets expectations of the department. Provides sufficient availability to meet academic advisement responsibilities. Participates in department-wide and/or college-wide advisement activities (e.g., workshops for students and/or faculty, orientation sessions). Meets department expectations of student satisfaction with academic advisement.

## Contributions to the Discipline

### Original Work

Maintains an active program of research or creative work. Publishes original research results in peer-reviewed journals. Publishes original research results in monographs. Presents original research results at peer-reviewed professional conferences. Shows original creative work in juried presentations. Presents original music or theatrical work in an appropriate forum. Publishes articles relevant to teaching. Presents papers/symposia at teaching conferences. Produces grant proposals for internal funding. Produces grant proposals for external funding.

### Integration

Publishes reviews of scholarly literature in professional journals. Publishes scholarly textbooks. Organizes and/or leads symposia at professional conferences.

### Application

Publishes discipline-relevant articles for public dissemination. Presents discipline-relevant lectures, speeches, workshops, and/or symposia to community groups. Represents discipline through public media (e.g., newspaper articles or interviews, radio/television appearance). Serves on advisory boards or similar groups to provide discipline-relevant service. Provides direct services relevant to a clinical, educational, or other applied discipline. Provides consultation services relevant to applied disciplines. Presents competitively reviewed papers at professional conferences to communicate service or governance-related activities.

### Scholarship of Teaching

Produces research and writing about the methodology of college instruction in a specific area (pedagogical content knowledge). Develops materials to support innovative pedagogy. Implements and evaluates the results of innovative pedagogy

### Professional Development

Participates in professional organizations. Attends disciplinary or interdisciplinary conferences and symposia. Maintains currency in knowledge of the discipline.

## Contributions to Service

### Professional Service

Participates in professional organization governance. Organizes conferences, shows, or conference sessions. Serves as a referee for scholarly publications. Serves as external review at other colleges and universities. Serves as editor or on editorial board for a professional journal. Writes book reviews or articles for the general public. Maintains professional organization membership.

### Department and College Service

Serves as departmental chair. Works on departmental tasks and departmental committees. Contributes to departmental operations. Advises departmental student clubs. Manages departmental resources such as learning centers or colloquia.

Serves as coordinator for minors or interdisciplinary majors. Serves on College Senate, College-wide committees, or Task Forces. Participates in union governance. Mentors other faculty. Attends college ceremonies. Advises or organizes campus wide student groups or clubs. Participates in Residence Life programs.

### Public Service

Develops or participates in public outreach activities directly related to field of expertise. Serves as a consultant in field of expertise.