**Messiah University**

**Professional Development and Performance Report**

**Ranked Faculty**

**[Due Date: May 31, 2025]**

The Professional Development and Performance Report (PDPR) is one component of the Annual Review process for faculty members. More information about the Annual Review process is available in the [COE Handbook Section 6B](https://mcweb.messiah.edu/documents/provost/secure/SECTION-6B%202024-12-10.pdf).

The faculty member should submit this completed form to his or her Chair/Program Director by May 31. (Faculty members teaching a May-term cross-cultural course shall have a June 30 deadline). Chairs/Directors will provide input and submit forms for their department/program to their School Dean by June 30. Deans will complete the forms with their input and return them to the faculty member (with a copy to the Department Chair/Program Director and the Office of Faculty Development) by July 31.

**Faculty Name & Rank/Category:**

|  |  |
| --- | --- |
|  **Faculty Name:**  |   |
|  |  |
| **Current Rank/Category:**  | ​​☐​ Full Professor  | ​​☐​ Associate Professor  | ​​☐​ Assistant Professor  |
|   | ​​☐​ Senior Lecturer  | ​​☐​ Lecturer  |   |

**TEACHING**

Teaching refers to the work a faculty member performs to deliver the University’s curriculum to Messiah University students.

 Messiah University has adopted a teaching rubric comprised of six criteria (content knowledge, faith and learning, inclusive excellence, organizational supports, student engagement, evidence of student learning) as part of evaluating faculty teaching. Faculty members are expected to give attention to the six teaching criteria as they develop, deliver, assess, and revise their courses.

 For further detail, see the [COE Handbook Section 6B](https://mcweb.messiah.edu/documents/provost/secure/SECTION-6B%202024-12-10.pdf).

1. Identify and briefly describe your efforts to develop, deliver, and revise your courses this year (e.g. courses created, courses significantly revised)

1. Briefly describe, and when applicable identify examples, how you have given attention to the rubric’s teaching criteria (brief summaries of each criterion are noted below). Note that it is appropriate to focus on ***two or three criteria*** per year with the expectation that all six criteria will be addressed over the course of the review period.

1. *Content Knowledge*. 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.

1. *Faith and Learning.* Provides support for students to identify connections between Christian faith and learning in the discipline and/or their vocational pursuits.

1. *Inclusive Excellence*. Designs and delivers courses (course content, pedagogy, and/or climate) that take into account students’ diverse backgrounds and learning styles.

1. *Organizational Supports.* Develops structures and activities for courses and for individual class sessions that support student achievement of the course learning objectives; course expectations are clearly communicated and appropriate to course level.

1. *Student Engagement*. Creates an academic context that encourages students to be meaningfully involved in their learning.

1. *Evidence of Student Learning*. Uses appropriate tools to measure student learning in one’s courses; uses assessment results to guide teaching practice.

**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. Academic Advising, which is a gateway requirement for institutional service, and four additional categories (Student Engagement, Institutional Effectiveness, University Governance, University Sustainability).

 For further detail, reference the [COE Handbook Section 6B](https://mcweb.messiah.edu/documents/provost/secure/SECTION-6B%202024-12-10.pdf).

1. *Academic Advising*

|  |  |
| --- | --- |
| 1. Number/Range of Advisees
 |   |

1. Briefly describe (e.g. two to three sentences) your work with advisees this year, giving attention to the advising expectations outlined in the [COE Handbook Section B](https://mcweb.messiah.edu/documents/provost/secure/SECTION-6B%202024-12-10.pdf).

1. *Other Categories of Institutional Service*. Note that it is appropriate to respond with brief bullet points and to focus on ***one or two of the main categories per year*** with the expectation that two categories are addressed over the course of the review period.

1. *Student Engagement* (e.g. organizations for which you served as advisor, student research projects, chapel sessions for which you served as a speaker or coordinator, departmental or university activities you attended or coordinated).

1. *Institutional Effectiveness* (e.g. School or Department committee/task force service; contributions to department program review, accreditation reports or program assessments; serving as a faculty mentor).
2. *University Governance* (e.g. assigned administrative roles or University-level committee/task force service).

1. *University Sustainability* (e.g. University/department recruitment or retention events you attended or coordinated; engaging alumni, speaking engagements, performances/exhibitions in the local or broader community that connect to your University role).

**SCHOLARSHIP**

*[Please note this category is optional for Lecturers and Senior Lecturers]*

Scholarly work at Messiah University is organized into two categories: scholarly product and scholarly activity.

Scholarly products 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.

For further information, reference the [COE Handbook Section 6B](https://mcweb.messiah.edu/documents/provost/secure/SECTION-6B%202024-12-10.pdf).

1. List scholarly products advanced or published (e.g. conference presentations, invited addresses, performances, exhibitions, publications, external grants received).

1. List scholarly activities (e.g. leadership positions held in external professional organizations, scholarly events coordinated, external disciplinary consultant; professional reviews).

**Professional Development Goals:**

**2024-25 Goal Self-Assessment**

**Professional Goals for 2025-26**

**List the goals from the previous year in column one and briefly assess (in 1-2 sentences) your progress in achieving those goals.** (If completing your first year as a faculty member at Messiah University, please identify 1-2 meaningful accomplishments of the year for each category under the goal assessment column.**)**

Considering the self-assessment of your performance in the past year, **indicate your professional goals for the upcoming year in each of the three major areas of faculty responsibility**. While goals will vary among faculty, 1-3 meaningful and measurable goals for each area.

|  |
| --- |
| ***Teaching*** |
| Goal(s) from 2024-25 | Goal Assessment |
|   |   |
|   |   |
|   |   |
| Identify professional goal(s) for 2025-26: |

|  |
| --- |
| ***Institutional Service*** |
| Goal(s) from 2024-25 | Goal Assessment |
|   |   |
|   |   |
|   |   |
| Identify professional goal(s) for 2025-26: |

|  |
| --- |
| ***Scholarship*** |
| Goal(s) from 2024-25 | Goal Assessment |
|   |   |
|   |   |
|   |   |
| Identify professional goal(s) for 2025-26: |

**Department Chair/Program Director Input**

Comments on ***Teaching:***

Comments on ***Institutional Service*:**

Comments on ***Scholarship***:

|  |  |
| --- | --- |
| Department Chair/Program Director: |   |

|  |  |
| --- | --- |
| Department Chair/Program Director (signature)  |  |

|  |  |
| --- | --- |
| Date  |   |

 **School Dean Assessment**

1. School Dean’s Summative Comments:

1. If the dean has significant concerns about the faculty member’s performance (e.g., concerns that may point to an unfavorable evaluation at the time of initial or term-tenure review), the dean should check the box below and describe the reason(s) for concern.

​​☐​ Significant Performance Concerns

Reason(s) for Concern:

|  |  |
| --- | --- |
|  Dean: |   |

|  |  |
| --- | --- |
| Dean (signature)  |  |

|  |  |
| --- | --- |
| Date  |   |

**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 6B, 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  |   |