

Evaluation of Teaching Faculty

A. Introduction

So that personnel decisions may be systematic and equitable, a process for evaluating teaching faculty has been developed. This system provides for the periodic collection of information regarding faculty performance based on the University expectations of faculty in the areas of teaching, contributions to the life of the University, and professional activity for the rank held, and for the subsequent review and evaluation of this information. On the basis of these materials, decisions concerning employment, retention, salary, tenure, and promotion are made. The process provides for multiple evaluations to give a broad and fair base of information for evaluation. It is not necessary that all evaluations be completed, but that the evaluation be comprehensive and substantive.

Some processes include evaluation by a Senior Faculty Review Committee. The following defines the membership and duties of that group

1. "Senior faculty" are full-time teaching faculty who hold the rank of senior lecturer, associate professor or professor.
2. A committee will consist of a minimum of three senior faculty members (as defined above) from one's department, when possible; appointed by the dean, in consultation with the chair.
3. Where there are an insufficient number of senior faculty members in a department, senior faculty from other departments will be appointed by the dean, in consultation with the chair.
4. A chair may serve as a senior faculty member on the review committee of another department within a school/division. However, a department chair may not serve on her or his department's review committee.
5. Appointments to the senior faculty review committee will be for 1 year on an as-needed basis.
6. Senior faculty review committees evaluate the teaching, service, and professional activity of candidates as is appropriate for contract extension. The committee prepares a written recommendation summarizing the conclusions of the committee and submits it to the dean by January 30.

B. Reviews

1. Annual Review – Unit III

Each teaching faculty member is reviewed annually by the department chair (Unit III), whose evaluation reflects material included in the faculty member's annual report (Unit I), and the Student Perceptions of Teaching (Unit IV, see II-8; G5 below for details regarding specific uses of Student Perceptions of Teaching). The dean will indicate that he or she has reviewed all Unit III's by signing the Unit III report that is placed in the faculty member's personnel file. The dean will complete the Unit III for department chairs in his or her college/school.

2. Second Year Review – Mid-Point Review/Unit V

Occurs during the second year for teaching faculty on continuing track or lecture track and for those appointed to tenure track when the probationary review is scheduled for the fourth year of appointment. The faculty member's performance is thoroughly evaluated by the dean in consultation with the faculty member's department chair, following the probationary mid-point review – Mid-Point Unit III. This review may include input from one or more classroom observations, annual evaluation material, probationary mid-point review – Mid-Point Unit III, and a conference between the faculty member and the dean. Results are forwarded from the dean to the faculty member and also are placed in the faculty member's personnel file.

3. Third Year Review – Mid-Point Review/Unit V

Occurs during the third year for teaching faculty appointed to tenure track when the probationary review is scheduled beyond the fourth year of appointment. The faculty member's performance is thoroughly evaluated by the dean in consultation with the faculty member's department chair following the probationary mid-point review – Mid-Point Unit III. This review may include input from one or more classroom observations, annual evaluation material, probationary mid-point review – Mid-Point Unit III, and a conference between the faculty member and the dean. Results are forwarded from the dean to the faculty member and also are placed in the faculty member's personnel file.

4. Probationary Mid-Point Review – Mid-Point Unit III

- a. Occurs during the halfway-point year between the date of hire and the final year of the agreed upon probationary period. The faculty member's performance since their date of hire is evaluated by the chair. This probationary mid-point review will serve as the mid-point Unit III. This review shall detail with rationale the faculty member's strengths and weaknesses based on the University expectations of faculty in the areas of teaching, contributions to the life of the University, and professional activity for the rank held.

- b. Faculty members who have a joint appointment or have significant responsibility in two or more departments or programs (for example, a math faculty member teaching in education) should have the chair/director from the secondary department or program submit an addendum to the Mid-Point Unit III.

5. Continuance Decision Review – for Continuing- and Lecture-Track

Occurs during the fourth year for teaching faculty on continuing track or lecture track appointments. The decision to grant a continuing contract rests with the provost/vice president for academic affairs. Results are forwarded from the dean to the candidate and also are placed in the candidate's personnel file. Those candidates not offered a continuing track or lecture track contract may be given an additional year of employment.

6. Tenure Review – for Tenure Track

Occurs during the final year of the agreed upon probationary period (4, 5, or 6 years) for all teaching faculty on tenure track appointments. Upon successful completion of this review, with the recommendation of the president and approval of the Board of Trustees, tenure will be awarded. (Refer to II-2 for further details regarding Contracts for Teaching Faculty.) The review is as outlined below in the Schedule of Activities for Evaluation of Teaching Faculty (Part H). The applicant is responsible to meet the guidelines in place at the year of application. Those applicants not awarded tenure may be given an additional year of employment.

7. Promotion Review

- a. Occurs no earlier than the first year in which a faculty member is eligible to stand for promotions appropriate to appointment (refer to II-4, Faculty Rank and Responsibilities). The provost shall notify an eligible faculty member in the summer prior to the academic year in which they are first eligible for promotion. The faculty member must submit a formal letter of application to the provost/vice president for academic affairs indicating his or her desire to be reviewed for promotion. Faculty members who choose not to stand for review or who are denied promotion in a given year continue to be eligible in subsequent years. No further notification shall be sent to the faculty member. The faculty member must submit formal application in any subsequent year he or she wishes to be reviewed. The applicant is responsible to meet the guidelines in place at the year of application.
- b. Those teaching faculty not recommended for promotion should confer with their dean to understand the rationale for the recommendation and should outline methods to address existing concerns. These faculty members must

wait at least one additional academic year following the academic year during which they applied before re-applying for promotion.

8. Post-Probationary Review – Post-Probationary Unit III

Occurs in the spring of the third year past successful tenure review for tenure track or past successful promotion review for continuing-track faculty. The faculty member's performance since past successful tenure review for tenure track or past successful promotion is evaluated by the chair. This review shall detail with rationale the faculty member's strengths and weaknesses in accordance with the provisions as set out in the Probationary Review. If the faculty member is the department chair, the evaluation letter will be written by a senior member of the department appointed by the dean.

9. Long Range Professional Development Review

Occurs in the fourth year after successful completion of probationary review and every five years thereafter. The review should produce a professional development plan and a Unit V for each faculty member. These will be placed in the personnel file and the professional development plan will be updated annually in the faculty member's annual report (Unit I).

C. The Evaluation System for Teaching Faculty Applying for Tenure and/or Promotion

The evaluation system for teaching faculty applying for tenure and/or promotion involves six stages and follows the Schedule of Activities for Evaluation of Teaching Faculty (Part H).

1. Stage One

Involves the creation of a file, consisting of material drawn from the faculty personnel file as well as additional information included by the candidate (see F,1). It is the responsibility of the individual candidate to see that the file is in finished form by September 15 of each year so that stage two may proceed.

2. Stage Two

Involves the separate evaluation of this file by the respective deans and by the promotions and tenure committee. Each independently makes a recommendation regarding, tenure, and/or promotion and communicates that to the provost/vice president for academic affairs.

3. Stage Three

Involves the provost/vice president of academic affairs holding a meeting of the promotions and tenure committee and respective dean to discuss their independent recommendations and rationales.

4. Stage Four

Involves a recommendation on tenure and/or promotion by the provost/vice president of academic affairs to the president.

5. Stage Five

Involves a recommendation on tenure and/or promotion by the president of the university to the Board of Trustees.

6. Stage Six

Involves personnel decisions made by the Board of Trustees on tenure and promotion recommendations.

D. The Evaluation System for Teaching Faculty Applying for Continuance at Elon on Continuing Track or Lecture Track Appointments

The evaluation system for teaching faculty on continuing track or lecture track during the fourth year involves five stages and follows the Schedule of Activities for Evaluation of Teaching Faculty (Part H).

1. Stage One

Involves the creation of a file consisting of material drawn from the faculty personnel file as well as additional information included by the candidate (see F, 1). It is the responsibility of the individual candidate to see that the file is in finished form by September 15 so that stage two may proceed.

2. Stage Two

Involves the separate evaluation of this file by the respective chair, and senior departmental faculty committee. Each independently makes a recommendation regarding continuance and communicates that to the respective dean.

3. Stage Three

Involves a recommendation on continuance by the dean to the provost/vice president for academic affairs.

4. Stage Four

Involves a recommendation on continuance by the provost/vice president for academic affairs to the president.

5. Stage Five

Involves personnel decisions made by the president of the University

E. Criteria for Evaluation of Teaching Faculty

1. Criteria for Evaluation of Tenured and Tenure Track Faculty. (Also used for evaluation of Professional Status faculty.)
 - a. Full-time tenured and tenure track teaching faculty at Elon University are evaluated annually according to the criteria listed below and by the guidelines found in the Statement of Professional Standards.
 - b. Teaching is given top priority. The second level of priority is contributions to the life of the university and professional activity. All criteria for evaluation are considered.
 - c. A teaching faculty member is not expected to be accomplished in all indicators to fully meet the criterion. The list of indicators under each criterion is not intended to be a set of requirements, nor is the list exhaustive.
 - d. For annual (Unit I and III) and mid-point (Mid-Point Unit III, Post-Probationary Unit III, and Unit V) evaluations, and post-probationary Long Range Professional Development Review, a teaching faculty member is evaluated according to the expectations of rank currently held in addition to the criterion listed below. When applying for promotion in rank, a teaching faculty member is expected to have met the standards of the promotional rank sought by the time the promotional rank is sought. (refer to Handbook II-4 C)

1.) First Level Criterion – Teaching

Effective teaching is activity which promotes the intellectual vitality of the university and the wider community. While the primary focus of this activity is transmission of knowledge and the development of new skills, insights, and sensitivities within the classroom, teaching is not limited to that setting. It also includes the advising, supervising and mentoring of students, the sharing of personal and professional growth with others, and the presentation of intellectual and moral concerns within the university community. Evidence of effective, high quality teaching may be seen through peer and student assessments related to a variety of possible indicators, as well as goal-driven, evidence-based critical self-assessment.

Some indications of effective teaching are:

- a.) Modeling intellectual values and joy of inquiry
- b.) Fostering respect for diversity
- c.) Facilitating intellectual opportunities for students
- d.) Integrating scholarship and teaching
- e.) Conveying the foundation of established knowledge & theory
- f.) Creating class environments of mutual respect
- g.) Challenging students to be engaged learners
- h.) Cultivating informed critical thinking & creative expression
- i.) Integrating knowledge across disciplines
- j.) Extending learning beyond the classroom
- k.) Encouraging translation of knowledge into practice and service
- l.) Demonstrating an ability to communicate effectively with students
- m.) Being available to students
- n.) Demonstrating command of the subject matter
- o.) Demonstrating a commitment to improvement of teaching
- p.) Using appropriate and varied methods and strategies of teaching, assessing, and grading
- q.) Using current and relevant materials that enhance our understanding of the world
- r.) Being concerned for the wholeness and well-being of students
- s.) Using technology to meet course objectives

2.) Second Level Criteria – Contributions to the Life of the University and Professional Activity

Faculty must contribute meaningful, high-quality accomplishments in both service and professional activity, although an individual's accomplishments may be stronger in one area than the other. Levels of activity may vary over the course of a faculty member's career, relative to reassigned time, funding, and other opportunities and responsibilities.

a.) Contributions to the Life of the University

Faculty are an integral part of the university through their commitment to the institution and its mission, their presence and involvement, and their responsibility for the life of the university. Contributions to the life of the University at the lecturer and assistant professor ranks typically begin with service on the program and departmental levels that progresses to service on the college/school and university levels with experience. Service should include leadership roles as a faculty member progresses through faculty ranks. Participating in activities such as department meetings, faculty meetings, convocations and

commencements is expected of all faculty and not considered service. University service includes activities such as:

- Service and leadership in the department, to academic programs and to the college/school
- Service and leadership on university committees, task forces and advisory groups
- Mentoring and leadership provided to student organizations
- Presentations and participation in activities that serve the university such as admissions, development and alumni events
- Service and leadership that connects the university to the wider community

b.) Professional Activity

1.) Peer-reviewed scholarship, as defined in a document generated by the department and approved by a special ad hoc committee consisting of the deans and a representative body of the teaching faculty to be appointed by Academic Council's Committee on Committees, is a necessary but not sufficient condition for promotion and tenure to associate or full professor.

2.) Other professional activities are also expected. These activities should promote the exchange of ideas and acquisition of knowledge that enrich one's teaching and contribute to the advancement of learning in the profession at large. Indications of scholarly or artistic activity may be:

- Participation in academic presentations, exhibitions and creative performances of a professional nature that are not defined as peer-reviewed scholarship
- Grant proposal writing
- Leadership roles in a professional organization related to one's field
- Research and experimentation, including that which involves undergraduate research associates
- Consulting
- Service as a judge of artistic or scholarly works (e.g., reviewer)
- Faculty internships
- Participation in workshops and seminars
- Professional involvement with the community
- Attendance at professional meetings and conferences

2. Criteria for Evaluation of Continuing Track Faculty

Full-time continuing track teaching faculty at Elon University are evaluated annually according to the criteria listed above and by the guidelines found in the Statement of Professional Standards. Review of a continuing track faculty member is based primarily on demonstrated teaching, with considerable weight also given to contributions to the life of the University. Professional activity appropriate to rank is also considered.

3. Criteria for Evaluation of Lecture Track Faculty

Full-time lecture track teaching faculty at Elon University are evaluated annually according to the criteria listed above and by the guidelines found in the Statement of Professional Standards. Review of a lecture track faculty member is based primarily on demonstrated teaching, with considerable weight also given to contributions to the life of the University. Also considered is participation in professional activities that keep them abreast of their fields and enhance their teaching and service to the institution.

4. Criteria for Evaluation of Visiting and Limited Term Appointment Faculty

Full-time visiting and limited term faculty at Elon University are evaluated annually according to their primary assignment, normally teaching and service, and by the guidelines found in the Statement of Professional Standards.

5. Criteria for Evaluation of Part-Time Faculty

Part-time faculty members without other responsibilities are evaluated only in the area of teaching.

F. Files for Teaching Faculty

1. Faculty Personnel File

- a. The personnel file of each teaching faculty member is maintained in the office of the provost/vice president for academic affairs. The faculty personnel file is available to the following persons: the individual faculty member, the department chair, dean, the provost/vice president for academic affairs, the promotions and tenure committee, senior faculty review committee, and president.
- b. It is the responsibility of the provost/vice president for academic affairs to collect and store the material that comprises the faculty personnel file. It is the responsibility of the faculty member to keep his or her file updated. In order

for the file to be used, it should be placed in proper form by September 15 of each year.

- c. The faculty personnel file generally includes the following material:
 - 1.) Current curriculum vitae.
 - 2.) The faculty member's annual report (Unit I) contains the faculty member's account and self-assessment of activities and accomplishments during the past calendar year.
 - a.) Normally, the annual report will be guided by the Criteria for Evaluation listed above in section E. Faculty are encouraged to be clear and concise in their self-evaluation statements, and critical self-assessment should be goal-driven and evidence-based.
 - b.) Appropriate materials such as letters of commendation, reprints of articles, descriptions of new courses, comments from student evaluation forms, etc., may be submitted with the annual report.
 - c.) The annual report should also present an annual plan for professional development. The plan should focus on the upcoming calendar year and relate to a long-range professional development plan, and be directly referenced when assessing progress and development.
 - 3.) The Department Chair's Evaluation (Unit III) is kept in each department member's personnel file. A conference with candidates who are eligible for promotion, tenure, or continuance is required. The chair will normally observe at least one class session of first year faculty.
 - 4.) Summaries of Student Perceptions of Teaching (Unit IV) and grade distribution.
 - 5.) Other relevant materials added by the provost/vice president for academic affairs or faculty member.
 - 6.) The dean's evaluation of the faculty member (Unit V).

2. Tenure/Promotion File

- a. Teaching faculty members standing for tenure or promotion will create a tenure/promotion file, which will serve as the basic resource in the tenure or promotion decision. The file is drawn from material in the faculty personnel file, but may be supplemented by material of the candidate's choosing (e.g., personal recommendations). The file will include the following material

organized in sequential order from Part 1 through Part 10 of the portfolio. The peer-reviewed scholarship statement from the candidate's department or school and the Elon Teacher Scholar Statement must be placed either in a pocket in the front cover of the portfolio or as the first page, preceding Part I.

1.) Part I

A letter of consideration for tenure or of application for promotion from the candidate that focuses on the candidate's activity and reviews while at Elon and subsequent to any successful promotion application. The letter should summarize the candidate's case for tenure or promotion with specific reference to the candidate's performance relative to the Criteria for Evaluation and standards for tenure and/or promotion in Sections II-2 and II-4.

2.) Part II

A current curriculum vitae. Candidates are asked to provide clear indications of the types of scholarship listed in their c.v.'s. In particular, reviewers of portfolios must be able to distinguish peer-reviewed and refereed scholarship from other kinds of academic products. It is also important that candidates follow accepted professional documentation guidelines (e.g., APA, CBE, MLA style) in formatting each entry. Candidates should be particularly careful to follow these guidelines when listing multiple authors and researchers.

3.) Part III

The candidate's Annual Report (Unit I) for the candidate's term of employment at Elon University or the previous six years, whichever is shorter.

4.) Part IV

Description, self-evaluation, documentation, and representative samples of the candidate's achievement relative to the Criteria for Evaluation as outlined above in section E. The primary focus should be upon activity at Elon and subsequent to any successful promotion application. Evidence as to the status of scholarship that is not yet public, such as "in press," or "under contract," must be provided, if that scholarship is listed in support of the candidate's application. Such evidence might include galleys, letters from editors, and so on.

5.) Part V

The department chair's annual evaluation (Unit III), including probationary mid-point review – Mid-Point Unit III or post-probationary mid-point review – Post-Probationary Unit III, for each year of the candidate's term of employment at Elon University or for the previous six years, whichever is shorter.

6.) Part VI

A letter from the candidate's department chair assessing the candidate's performance relative to the Criteria for Evaluation as outlined above in section E, and concluding with an overall recommendation.

If the candidate standing for tenure or promotion is the department chair, he or she, in consultation with the dean, determines which senior colleague in the department should write the letter. If a candidate's department chair is serving on P&T, the chair will not write the letter for the candidate. Rather, a senior member of the department, selected by the dean and in consultation with the department chair, will write the letter.

Candidates who have a joint appointment or have significant responsibility in two or more departments or programs (for example, a math faculty member teaching in education) should have the chair/director from the secondary department or program submit an addendum to the chair's letter.

7.) Part VII

Annual summaries of Student Perceptions of Teaching (Unit IV) for the candidate's term of employment at Elon University or for the previous six years, whichever is shorter.

8.) Part VIII

The most recent dean's evaluation of the candidate (Unit V) from a midpoint review or a long range professional development review during the candidate's term of employment at Elon University or the previous six years, whichever is shorter.

9.) Part IX

A candidate being considered for tenure and promotion to associate professor may include self-solicited letters from external reviewers that address the candidate's professional activity but such are not required. These letters are included in the 15-letter maximum stipulated below.

A candidate being considered for promotion to full professor must include at least two self-solicited external letters that address the candidate's professional activity. These letters are not included in the 15-letter maximum stipulated below.

Other letters of support for teaching, service, and professional activity from colleagues at Elon University and other institutions, not to exceed 15 letters may be included by the candidate. Letters required in Parts I – VIII above are not included in the 15-letter maximum.

10.) Part X

A digital copy of the complete file must be prepared by the candidate and included.

- b. The tenure/promotion file becomes the basic resource in the tenure or promotion review. However, if further clarification becomes necessary, those involved in the decision may consult and use the candidate's personnel file (described above).
 - c. The tenure/promotion file exists only for the duration of the evaluation process. Once this process has been completed, the file, or a copy thereof, is returned to the candidate.
3. File for Faculty Applying for Continuance on Continuing Track or Lecture Track Appointments
- a. Teaching faculty members applying for continuance for either the continuing track or lecture track will create a file which will serve as the basic resource for the decision. The file is drawn from material in the faculty personnel file, but may be supplemented by material of the candidate's choosing (e.g., personal recommendations). Generally, the file will include the following material organized according to these guidelines:

1.) Part I

A letter of consideration for removal of probationary status from the candidate which reflects on the candidate's time at Elon and on reviews of the candidate prepared in the most recent four years. The letter should summarize the candidate's case for removal of probationary status, with specific reference to the candidate's performance relative to the Criteria for Evaluation, other standards for continuance and/or promotion in Sections II-2 and II-4.

2.) Part II

Current curriculum vitae. Candidates are asked to provide clear indications of the types of scholarship listed in their c.v.'s. In particular, reviewers of portfolios must be able to distinguish peer-reviewed and refereed scholarship from other kinds of academic products. It is also important that candidates follow accepted professional documentation guidelines (e.g., APA, CBE, MLA style) in formatting each entry. Candidates should be particularly careful to follow these guidelines when listing multiple authors and researchers.

3.) Part III

The candidate's Annual Report (Unit I) for the candidate's term of employment at Elon University or the previous four years.

4.) Part IV

Description, self-evaluation, documentation, and representative samples of the candidate's achievement relative to the Criteria for Evaluation as outlined above in section E. The primary focus should be upon activity at Elon. Evidence as to the status of scholarship that is not yet public, such as "in press," or "under contract," must be provided, if that scholarship is listed in support of the candidate's application. Such evidence might include galley proofs, letters from editors, and so on.

5.) Part V

The department chair's annual evaluation (Unit III, including mid-point Unit III) for each year of the candidate's term of employment at Elon University or for the previous four years.

6.) Part VI

Annual summaries of Student Perceptions of Teaching (Unit IV) for the candidate's term of employment at Elon University or for the previous four years, whichever is shorter.

7.) Part VII

The dean's mid-point evaluation of the candidate (Unit V).

8.) Part VIII

Letters of support for teaching, service, and professional activity from colleagues at Elon University and other institutions, not to exceed 15

letters. Letters required in Parts I – VII above are not included in the 15-letter maximum.

9.) Part IX

A digital copy of the complete file must be prepared by the candidate and included.

4. The file becomes the basic resource in the review. However, if further clarification becomes necessary, those involved in the decision may consult and use the candidate's personnel file (described above).
5. The file exists only for the duration of the evaluation process. Once this process has been completed, the file, or a copy thereof, is returned to the candidate.

G. Student Perceptions of Teaching (Unit IV)

In the faculty evaluation system at Elon University, teaching is of paramount importance and the Student Perceptions of Teaching (Unit IV) is a necessary tool in assessing learning in the classes of teaching faculty and others in the University community who serve a teaching role. This component of the evaluation system is discussed below. However, reflecting the broadening scope of teaching and learning activities at the university, evaluation of faculty members' overall teaching effectiveness should always be considered in relation to at least one other form of teaching evaluation including teaching portfolios, peer evaluations, and other devices.

1. Purpose

The purpose of the Student Perceptions of Teaching is to assess and record the opinions of students regarding their learning experience in each course. The instrument is separated into three parts. Part one includes 13 Likert-type questions about the course and the instructor, with the option for five instructor-supplied items. Part two asks seven questions related to student effort and demographics. Part three contains two open-ended items for student response, with a third optional item for an instructor-supplied prompt.

2. Scheduling

Unless exception is granted by the provost/vice president for academic affairs, each faculty member will gather student perceptions of teaching/learning for all class sections taught on campus during each semester/term for each academic year. Perception instruments should normally be administered to students prior to the last day of regular classes. The same, or a modified version of the student perception form, may be used for online and study abroad courses. While the

Student Perceptions of Teaching is administered every semester, the purposes for which the results are used may vary, as outlined below (Item 5).

3. Administration

The office of the provost/vice president for academic affairs will distribute packets containing paper copies of the Perception instruments. These packets will contain instructions, and Student Perceptions of Teaching forms which include individualized instructor questions when requested. Faculty members will administer the instrument for each class in accordance with instructions from the provost/vice president for academic affairs. The instructions include a prepared statement explaining the nature and purpose of the instrument. The faculty member will designate a student from the class to distribute the Perception instruments, collect them upon completion, and return them to the office of the provost/vice president for academic affairs. *The faculty member is to leave the classroom during the administration of the instrument and is not to take possession of the packet once instruments have been completed by the class.* Once Perception instruments are completed, results will be returned by the student to the provost's office, 118 Alamance. This office will coordinate the collection and scanning of Student Perceptions of Teaching forms.

4. Presentation of Data

Data generated by these responses generally include the following:

- a. A summary for each class for each faculty member
- b. Summative information for all classes for each faculty member
- c. Summative data for each department and the university

5. Uses of the Data

Results from the Perception instrument are handled differently depending on the semester/term.

- a. Faculty Members: Data from the Student Perceptions of Teaching are to be made available to faculty members for all semesters the Perception instrument is completed. These data provide information to faculty members and assist in their self-analysis of teaching effectiveness. Data from semesters other than fall, and other semesters/terms where departments, colleges or schools require it, may be submitted by a faculty member in his/her application for tenure/promotion or other personnel decisions.
- b. Chair and dean: In the fall semester, and in other semesters/terms where departments, colleges or schools require it, results of the Student Perceptions of Teaching data are to be shared with the faculty member's department chair and dean.

- c. Provost/vice president for academic affairs: In the fall semester, the provost, will receive results of the Student Perceptions of Teaching and these results will be included in the faculty member's personnel file.
- d. Promotion and Tenure Committee & Senior Faculty Review Committee (for continuing track and lecture track decisions): In the fall semester, and in other semesters/terms where departments, colleges or schools require it, these data may be included by the faculty member into his or her personnel application materials and used for summative, or evaluative purposes in decisions of tenure, promotion and continuance.

H. Schedule of Activities for Evaluation of Teaching Faculty

See Schedule at end of this section.

I. Responsibilities in the Evaluation of Full-Time Teaching Faculty

1. Role of the Department Chair in Evaluation of Full-Time Teaching Faculty

- a. Receives copy of faculty self-evaluation (Unit I)
- b. Receives teaching evaluations for each course
- c. Makes appropriate classroom visits
- d. Reviews appropriate course related material (e.g., syllabi)
- e. Conducts annual evaluation of faculty (Unit III)
- f. Makes recommendations to dean concerning salary increases
- g. Provides input to the dean in appointment of Senior Faculty Review Committee for continuing track and lecture track probation review (when appropriate)
- h. Completes probationary mid-point review – Mid-Point Unit III and, when appropriate, post-probationary mid-point review – Post-Probationary Unit III
- i. Makes recommendations concerning promotion and tenure decisions to dean and promotions and tenure committee
- j. Provides input to dean on mid-point and final probationary reviews (called fourth year probationary review in table shown at the end of Section II-8)
- k. Makes recommendation to dean concerning continuing track and lecture track final probationary status reviews (called fourth year probationary review in table shown at the end of Section II-8)
- l. Receives copy of mid-point reviews from dean

2. Role of the Dean in Evaluation of Full-Time Teaching Faculty

- a. Coordinates faculty evaluation process within school/college
- b. Reviews faculty self-evaluation (Unit I)
- c. Reviews content and quality of Unit III (chair evaluations)
- d. Conducts annual evaluation (Unit III) of chairs in his or her school/college

- e. Conducts dean's evaluation of the faculty (Unit V)
 - f. Receives syllabi for each course taught
 - g. Receives teaching evaluations for each course
 - h. Meets formally with appropriate probationary faculty members for mid-point reviews (refer to Handbook II-8b 2 & 3)
 - i. Meets formally with appropriate post probationary faculty members for long range professional development reviews (refer to Handbook II-8b 9)
 - j. Writes appropriate faculty member reviews (mid-point reviews and long range professional development reviews), submits to provost/vice president for academic affairs, and sends copy to faculty member and chair.
 - k. Visits classroom as appropriate
 - l. Appoints departmental Senior Faculty Review Committee in consultation with the department chair
 - m. Recommends on probationary removal for continuing track and lecture track faculty to the provost/vice president for academic affairs
 - n. Discusses status of each faculty member annually with department chair
 - o. Recommends salary increases (with justification) to the provost/vice president for academic affairs
 - p. Recommends promotion and/or tenure decisions to the provost/vice president for academic affairs.
 - q. Meets with candidates who are not successful in the application for promotion to Senior Lecturer or Professor. After notification of P&T decisions, makes available to any faculty member upon request, through the provost/vice-president for academic affairs, his/her recommendations concerning the faculty member and an explanation of the basis for that recommendation. Also, makes self available upon request to any candidate to discuss the tenure and/or promotion decision concerning the faculty member.
3. Role of the Provost/Vice President for Academic Affairs in Evaluation of Full-Time Teaching Faculty
- a. Before deliberations concerning promotions and tenure begin, the provost/vice president for academic affairs meets with the dean and the promotions and tenure committee to discuss policies and procedures regarding promotions and/or tenure.
 - b. Receives a copy of Unit I for employee files
 - c. Receives a copy of Unit III for employee files
 - d. Approves annual salary increases
 - e. Approves continuation/ termination of probationary faculty, including continuing track and lecture track 4-year probation decisions
 - f. Receives tenure and/or promotion recommendations of the Promotions and Tenure Committee and the appropriate dean for each candidate applying for tenure and/or promotion

- g. Holds joint meeting of Promotions and Tenure Committee and the appropriate dean for each candidate applying for promotion and/or tenure to discuss the substance of the deliberations that led to their specific recommendations
 - h. Recommends promotion and/or tenure decisions to the president
 - i. Meets with candidates who are not successful in the application for tenure to discuss the recommendations of both P&T and the dean concerning the faculty member and an explanation of those recommendations. This meeting will occur within six months of the tenure decision. Makes self available upon request to any candidate, after notification of P&T decisions, to discuss the recommendations of both the P&T committee and the dean concerning the faculty member and an explanation for those recommendations. If requested, this meeting will occur within six months of the decisions.
4. Role of the President in Evaluation of Full-Time Teaching Faculty
- a. The president of the university, as the chief executive officer, is delegated the authority to "... appoint or remove university administrative officials, faculty and staff..." (Trustee Bylaws, Article IX). All faculty personnel decisions, except those involving the granting of tenure or the promotion in faculty rank, are made by the president. The president recommends promotion and tenure action to the Board of Trustees.
 - b. The president prepares promotion and tenure recommendations for the spring meeting of the Board of Trustees. Presidential and/or Board of Trustees faculty personnel decisions are communicated to:
 - 1.) The individual faculty member
 - 2.) The provost/vice president for academic affairs
 - 3.) The chair of the promotions and tenure committee

J. Faculty Appeal

Faculty members who believe that a decision has been made in their case which violates university procedures should discuss their case with the provost/vice president for academic affairs and then make written request as described in II-11.

K. Removal for Cause

The president of the university, in consultation with the dean and provost/vice president for academic affairs, may remove a faculty member for cause without regard to the faculty evaluation schedule. "For cause" may include any or all of the following:

- 1. Illegal activity
- 2. Bona fide financial exigency

3. Abolition of the faculty member's discipline or department
4. Action inconsistent with the university goal of maintaining fairness with regard to sex, race, religion, national origin and individual disabilities
5. Professional incompetence
6. Gross personal or professional misconduct, and/or
7. Other actions by a faculty member that are detrimental to the goals and missions of the university and which require prompt removal

Faculty members who believe that a decision has been wrongfully made in their case may request a hearing as described in II-11.

Evaluation of Teaching Faculty

Target Completion Date*	Person Responsible	Activity	Year of no review or decision	Tenure-track Mid-point review yr	Tenure Decision	Contin. Track Mid-point Review	Continuation Decision	Lecturer Mid-point Review	Lecturer Decision	Promotion Decision	Long Range Review
September 1	Faculty Member	If eligible, submit notice of intent to apply for promotion to Provost/VPAA								X	
September 1	Department Chair/Dean	Conferences conducted with candidates applying for tenure and/or promotion, and candidates applying for continuation			X		X			X	
September 15	Faculty Member	File submitted for tenure, continuance or promotion			X		X			X	
December 1	Faculty Member	Unit IV – Student Perceptions of Teaching	X	X	X	X	X	X	X	X	X
December 23	Provost/VPAA	Summary of Student Perceptions of Teaching forwarded to faculty and included in personnel file	X	X	X	X	X	X	X	X	X
December 31	Dean	Promotion and tenure recommendations sent to Provost/VPAA			X					X	
December 31	Promotion and Tenure Committee	Promotion and tenure recommendations sent to Provost/VPAA			X					X	
December 31	Faculty Member	Unit I completed and sent to department chair, dean, and Provost/VPAA (to be included in personnel file)		X		X		X			
January 30	Department chair, departmental senior faculty	Fourth year probationary review conducted for faculty on continuing track and lecture track. Completed and sent to dean and Provost/VPAA.				X		X			

Evaluation of Teaching Faculty

February 15	Dean	Fourth year probationary review conducted for faculty on continuing track and lecture track. Completed and sent to Provost/VPAA				X		X			
February 21	Department Chair	Conference conducted for faculty members scheduled for mid-point review and Unit III completed, and sent to faculty member, dean, and Provost/VPAA (to be included in personnel file). Dean conducts Unit III evaluation for department chairs scheduled for mid-point review in his or her college/school.		X		X		X			
February 28	Dean	Mid-point review conferences conducted for faculty on tenure track, continuing track, and lecture track.		X		X		X			
February 28	Department Chair	Conference conducted and Unit III completed for each faculty member not scheduled for a mid-point review, and sent to faculty member, dean, and Provost/VPAA (to be included in personnel file). Dean conducts Unit III evaluation for department chairs in his or her college/school.	X		X		X		X		X
February 28	Dean	Conference conducted with each department chair regarding departmental faculty.	X	X	X	X	X	X	X	X	X
Spring board meeting (March)	President and Provost/VPAA	Notify faculty regarding tenure and promotions actions. Notify continuing track and lecture track faculty of decisions regarding removal of probationary status.			X		X		X	X	
May 15	Dean	Written mid-point Unit V submitted to Provost/Vice President for Academic Affairs and copy sent to faculty member and chair (to be included in the personnel file)		X		X		X			
May 15	Dean	Long range professional development conferences conducted. Unit V completed and sent to faculty member and Provost/VPAA (to be included in personnel file)									X
July 15	Provost/VPAA	Notification of faculty in line for tenure, continuance review, promotion, mid-point conferences or long-range professional development review.		X	X		X		X	X	X

*While the university aims to complete the activity by the target date, depending on circumstances, the completion date may be later.

(07/14)