

## **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 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

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 evaluation of the learning process (Unit IV). 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

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. This review could include classroom observations, annual evaluation material, 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

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. This review could include classroom observations, annual evaluation material, 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. Continuance Decision Review

Occurs during the fourth year for teaching faculty on continuing track or lecture track appointments. The faculty member's performance is thoroughly evaluated by the dean in consultation with the faculty member's department chair and with the senior departmental faculty committee. This review could include classroom observations, annual evaluation material, and a conference between the faculty member and the dean. The decision to grant a continuing contract rests with the provost/vice president for academic affairs. Results are forwarded from the dean to the faculty member and also are placed in the faculty member's personnel file. Those candidates not offered a continuing track or lecture track contract may be given an additional year of employment.

(07/10)

## 5. Tenure Review

Occurs during the final year of the agreed upon probationary period (4, 5, or 6 years) for all teaching faculty on tenure track appointments. The review is similar in content to the second or third year review. 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.

## 6. Promotion Review

- a. Faculty members eligible to stand for promotions appropriate to their appointment contract (refer to II-4, Faculty Rank and Responsibilities) shall be notified by the provost in the summer prior to the academic year in which they are first eligible. 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 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 during the year of application.
- b. Those teaching faculty not recommended for promotion should confer with their department chair and dean to understand the rationale for the recommendation and should outline methods to address existing concerns. It is recommended that these faculty members wait at least one additional year before re-applying for promotion.

## 7. Long Range Professional Development Review

This 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).

(6/08)

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

The evaluation system for teaching faculty involves four 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 faculty member (see F,1). It is the responsibility of the individual faculty member to see that the file is in finished form by September 15 of each year (October 1 in 2012 only) so that stage two may proceed.

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## 2. Stage Two

Involves the separate evaluation of this file by the deans and by the promotions and tenure committee. Stemming from this evaluation, the deans prepare recommendations regarding employment, salary, tenure, and promotion while the promotions and tenure committee independently prepares recommendations regarding tenure and promotions.

## 3. Stage Three

Entails personnel decisions made by the president of the university on the basis of these recommendations.

## 4. Stage Four

Entails, as appropriate, personnel decisions made by the Board of Trustees.

## 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 two 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 faculty member (see F, 1). It is the responsibility of the individual faculty member to see that the file is in finished form by September 15 of each year (October 1 in 2012 only) so that stage two may proceed.

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## 2. Stage Two

Involves the separate evaluation of this file by the chair, the senior departmental faculty committee and the dean. Stemming from this evaluation, the dean prepares recommendations regarding removal of probationary status. Recommendations are given to the provost/vice president for academic affairs who will recommend the final decision to the president.

## 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. The criteria for evaluation are divided into two levels of priority. All criteria are considered in evaluating faculty. Teaching is given top priority. The second level of priority is contributions to the life of the university and professional activity, each of which is considered necessary and of equal value.
  - c. Furthermore, 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.

### 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. 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

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

### a.) Contributions to the Life of the University

Contributions to the university community reflect a commitment to the university and its mission and a willingness to be responsible for the life of the university. Indications of involvement can include activities such as:

- 1.) Leadership and service given to student organizations
- 2.) Leader or service to the academic programs
- 3.) Leadership or service within the wider community
- 4.) Participation in formal university events
- 5.) Participation in fund-raising, community relations, admission, trustee and alumni events
- 6.) Service on appointed task forces and advisory groups
- 7.) Service on school, college, or university committees

### b.) Professional Activity

- 1.) Peer-reviewed scholarship, as defined in a document generated by the department and approved by a representative body of the faculty consisting of teaching faculty and the deans, is a necessary but not sufficient condition for promotion and tenure to associate or full professor.

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- 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:
- a.) Academic presentations, exhibitions and creative performances of a professional nature that are not defined as peer-reviewed scholarship
  - b.) Attendance at professional meetings and conferences
  - c.) Continued study in one's field
  - d.) Faculty internships
  - e.) Grant proposal writing
  - f.) Interdisciplinary study
  - g.) Leadership roles in a professional organization related to one's field
  - h.) Participation in workshops and seminars
  - i.) Pedagogical achievements
  - j.) Professional involvement within the community
  - k.) Research and experimentation, including that which involves undergraduate research associates
  - l.) Service as a consultant
  - m.) Service as a judge of artistic or scholarly works

## 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 and service, and secondarily on professional activities.

## 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 and service and on 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, and the senior departmental faculty committee, where appropriate for making a decision, and the 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 (October 1 in 2012 only).

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- c. The faculty personnel file generally includes the following material:
  - 1.) Current resume
  - 2.) The faculty member's annual report (Unit I) contains the faculty member's account 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. It will be helpful if the criteria are discussed in the order presented there. Faculty are encouraged to be clear and concise in their self-evaluation statements.
    - 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.
  - 3.) Personnel recommendations (Unit II) may be requested by a faculty member who feels that such documents would add to the file a more complete account of his/her professional activities. Such recommendations must be candid to be of value and should speak directly to one or more of the Criteria for Evaluation listed above in section E.
    - a.) The provost/vice president for academic affairs may request additional recommendations for the faculty member's file. These recommendations will be identified as requested by the provost/vice president for academic affairs or the dean.
    - b.) The Department Chair's Evaluation (Unit III) is kept in each department member's file. The chair is expected to keep the evaluation updated. 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.
    - c.) Summaries of Student Perceptions of Teaching (Unit IV).
    - d.) Other relevant materials added by the provost/vice president for academic affairs or faculty member.
    - e.) The dean's evaluation of the faculty member (Unit V).
  - d. A significant aspect of the dean's evaluation of the faculty member is the personal interview. This should occur during a faculty member's second or third year, as part of the evaluation process, and as part of a continuing professional development review.
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 faculty member's choosing (e.g., personal recommendations). The file will include the following material organized in sequential order from Part 1 through Part 8 of the portfolio. The '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.

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1.) Part I

A letter of consideration for tenure or of application for promotion which reflects on the faculty member's time at Elon and recent reviews. The letter should summarize the faculty member's case for tenure or promotion.

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.

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3.) Part III

The faculty member's Annual Report (Unit I) for the faculty member's term of employment at Elon University or the previous 6 years.

4.) Part IV

Description, self-evaluation, documentation, and representative samples of the faculty member'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 galley proofs, letters from editors, and so on.

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5.) Part V

The department chair's annual evaluation (Unit III) for each year of the faculty member's term of employment at Elon University or for the previous 6 years

## 6.) Part VI

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

## 7.) Part VII

Annual summaries of Student Perceptions of Teaching (Unit IV) for the faculty member's term of employment at Elon University or for the previous 6 years.

## 8.) Part VIII

The most recent dean's evaluation of the faculty member (Unit V) from a midpoint review or a post-tenure long range professional development review during the faculty member's term of employment at Elon University or the previous 4 years.

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- 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 faculty member'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 is returned to the faculty member.
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 faculty member's choosing (e.g., personal recommendations). Generally, the file will include the following material organized according to these guidelines:

## b. Part I

A letter of consideration for removal of probationary status which reflects on the faculty member's time at Elon and recent reviews. The letter should summarize the faculty member's case for removal of probationary status.

c. Part II

Current curriculum vitae.

d. Part III

The faculty member's Annual Report (Unit I) for the faculty member's term of employment at Elon University or the previous 4 years.

e. Part IV

Description, self-evaluation, documentation, and representative samples of the faculty member's achievement relative to the appropriate Criteria for Evaluation as outlined above in section E.

f. Part V

The department chair's annual evaluation (Unit III) for each year of the faculty member's term of employment at Elon University or for the previous 4 years.

g. Part VI

A letter from the faculty member's department chair assessing the member's performance relative to the appropriate Criteria for Evaluation as outlined above in section E and concluding with an overall recommendation. If the faculty member standing for continuance is the department chair, he or she, in consultation with the dean, determines which senior colleague in the department should write the letter. The senior colleague should not serve as a member of the faculty member's senior departmental faculty committee.

h. Part VII

Annual summaries of Student Perceptions of Teaching (Unit IV) for the faculty member's term of employment at Elon University or for the previous 4 years. 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 teaching in the classes of faculty and others in the university community who serve a teaching role. However, the results of that tool should always be considered in relation to at least one other form of

evaluation of teaching. This component of the evaluation system is discussed above. However, reflecting the broadening scope of teaching and learning activities at the university, evaluation of faculty members' overall teaching effectiveness may also include teaching portfolios, peer evaluations, and other devices used in conjunction with the student evaluation of teaching/learning instrument.

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i. Part VIII

The dean's evaluation of the faculty member (Unit V) during the faculty member's term of employment at Elon University or the previous 4 years.

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 faculty member'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 is returned to the faculty member.

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 3 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 (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.

(08/11)

## 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. Appoints senior departmental committee (in consultation with dean) for continuing track and lecture track probation review (when appropriate)
- h. Makes recommendations concerning promotion and tenure decisions to dean and promotions and tenure committee
- i. Provides input to dean on mid-point (and) final probationary review (called fourth year probationary review in table on page 19).
- j. Makes recommendation to dean concerning continuing track and lecture track final probationary status review (called fourth year probationary review in table on page 19).
- k. Receives copy of mid-point reviews from dean

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2. Role of the Dean in Evaluation of Full-Time Teaching Faculty
  - a. Oversees 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. Receives syllabi for each course taught
  - f. Receives teaching evaluations for each course
  - g. Meets formally with tenure track faculty member normally during first year, for mid-point review and final tenure and/or promotion conference.
  - h. Meets formally with post probationary faculty member for a long range professional development review beginning in the fourth year after tenure and every 5 years thereafter
  - i. Meets formally with continuing track and lecture track faculty members during the second year
  - j. Visits classroom as appropriate
  - k. Assists chair in appointing departmental senior faculty committee
  - l. Recommends on probationary removal for continuing track and lecture track faculty to the provost/vice president for academic affairs
  - m. Writes mid-point reviews for tenure track faculty and submits to provost/vice president for academic affairs (copy to faculty member and department chair)
  - 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

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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. The provost/vice president for academic affairs receives a copy of Unit I for employee files
  - c. The provost/vice president for academic affairs receives a copy of Unit III for employee files



- d. The provost/vice president for academic affairs approves annual salary increases
  - e. The provost/vice president for academic affairs approves continuation/termination of probationary faculty, including continuing track and lecture track 4-year probation decisions
  - f. After the provost/vice president for academic affairs has received the tenure and/or promotions recommendations from both the dean and the promotions and tenure committee, the provost/vice president for academic affairs will meet with the dean and the promotions and tenure committee to discuss the substance of the deliberations that led to their specific recommendations
  - g. The provost/vice president for academic affairs recommends promotion and tenure decisions to the president
- (6/08)
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

(6/08)

## 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-10.

## 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's policies on nondiscrimination and nonharassment on the basis of age, race, color, creed, sex, national or ethnic origin, disability, sexual orientation, gender identity, or veteran's status.
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-10.

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## Section II - 8

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Target Completion Date*	Person Responsible	Activity	Year of no review or decision	Mid-point review yr	Tenure Decision	Continuing Track Review	Continuation Decision	Lecturer Review	Lecturer Decision	Promotion Decision	Long Range Review
September 15 (2012) September 1 (2013 and forward)	Faculty Member	If eligible, submit application for promotion to provost/vpaa								X	
September 15 (2012) September 1 (2013 and forward)	Department Chair/Dean	Conferences conducted with candidates applying for tenure and/or promotion			X					X	
September 15 (2012) September 1 (2013 and forward)	Faculty Member	Unit II (personal recommendations) filed as appropriate with provost/vpaa	X	X	X	X	X	X	X	X	X
September 22 (2012) September 8 (2013 and forward)	Department Chair	Promotion and tenure recommendations sent to dean and provost/vpaa			X					X	
October 1 (2012) September 15 (2013 and forward)	Faculty Member	File submitted for tenure, continuance or promotion			X		X			X	
December 1	Dean	Promotion and tenure recommendations sent to provost/vpaa			X					X	
December 1	Faculty Member	Unit IV – Student Perceptions of Teaching	X	X	X	X	X	X	X	X	X
January 10	Promotion and Tenure Committee	Promotion and tenure recommendations sent to provost/vpaa			X					X	
January 15	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
January 20	Faculty Member	Unit I completed for all mid-point review faculty; sent to dean, department chair, and provost/vpaa (to be included in personnel file)		X		X		X			
January 30	Faculty Member	Unit I completed for faculty not scheduled for mid-point review; sent to dean, department chair, and provost/vpaa (to be included in personnel file)	X		X		X		X	X	X
January 30	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			

# Evaluation of Teaching Faculty

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Target Completion Date*	Person Responsible	Activity	Year of no review or decision	Mid-point review yr	Tenure Decision	Continuing Track Review	Continuation Decision	Lecturer Review	Lecturer Decision	Promotion Decision	Long Range Review
January 30	Dean	Mid-point review conferences conducted for faculty on tenure track, continuing track and lecture track.		X		X		X			
January 30	Department chair, departmental senior faculty	Final probationary review conducted for faculty on continuing track and lecture track. Completed and sent to dean and provost/vpaa (to be included in personnel file).				X		X			
February 15	Dean	Final probationary review conducted for faculty on continuing track and lecture track. Completed and sent to provost/vpaa (to be included in personnel file)				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	
March 30	Dean	Unit V Completed and sent to provost/vpaa (to be included in personnel file)	X	X	X	X	X	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
June 1	Dean	Conferences conducted with each department chair to review department and faculty development.	X	X	X	X	X	X	X	X	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.

(07/12)