

Introduction and Criteria

Converse University has a clear, coherent, and substantive system by which faculty performance can be evaluated and compensated. As faculty members who profess a commitment to excellence, we support and embrace a system of evaluation that will recognize and encourage constant improvement and superior performance in our professional lives. All Converse faculty, including full-time tenured, full-time untenured (whether or not they are in a tenure-track position), part-time, or adjunct, are evaluated with regard to their performance. Part-time and adjunct faculty members are evaluated only with regard to their teaching performance and so only the section below entitled “Evaluation of Part-Time and Adjunct Faculty” applies to part-time and adjunct faculty with regard to evaluation. The same information regarding the evaluation of part-time and adjunct faculty is found in the *Converse University Part-Time and Adjunct Faculty Handbook*.

A Beneficial Activity

While there will always be some disagreement over the details of any system, we recognize the importance of an evaluation system that both informs and compensates. We cannot hope to become better teachers and scholars if we do not have a mechanism by which we can measure our performance. Thus, we view a system of evaluation and performance compensation as beneficial to our students, to the University as a whole, and to each faculty member individually.

A Clearly Articulated Approach

Most importantly, our system is clear, relates equally to all, and upholds the fundamental educational values of the University. In addition, it is a system that functions consistently and continuously. Our approach is one in which all faculty members are evaluated according to the following three criteria: Teaching (the most important part of our jobs); Scholarship and Professional Activity; Service to the University Community.

Teaching

1. **The Importance of Teaching**

One of the most generally held values at Converse University is that teaching is the most important of the three categories (teaching, scholarship and professional activity, and service) used to measure faculty performance.

2. **The Evaluation of Teaching**

Of the three areas of faculty performance, teaching is the most difficult to measure. Nevertheless, it is possible to evaluate an individual faculty member’s teaching performance. This system evaluates teaching performance using multiple sources of information, described below:

- Faculty members themselves
- Students
- The Provost
- Deans
- Peers
- Chairpersons

Teaching performance will be evaluated using a variety of items and measures from these sources.

a. Professional Self-Report

The Professional Self-Report gives each faculty member the opportunity to reflect on each aspect of their professional performance, including teaching. Each faculty member should give careful

consideration to the descriptive and evaluative elements of the self- evaluation. Chairpersons and the Deans will use the Professional Self-Report in evaluating faculty members.

b. Course Syllabi

Department Chairs should review syllabi for every course taught by members of the department. Complete syllabi include (among other things) the *learning objectives* of the course, the *readings and other course materials* to be used, the *number and type of assignments*, *instructor contact information*, *office hours*, and the *method of evaluating student performance*. Chairpersons and the Deans will use the components listed above to evaluate syllabi.

c. Classroom Observations

Every untenured faculty member is required to have their department chairperson (or a tenured peer in the case of chairpersons) observe and evaluate classroom teaching each year. All tenured faculty and those on term contracts are encouraged to arrange for chairperson or peer evaluation each year; the presence or absence of the reports of these observations will have a significant effect on salary decisions. Any faculty member who does not or cannot arrange for an observation and report through the department chairperson may do so through their dean. Faculty members are encouraged to seek observations by other peers as part of the ongoing process of professional development.

The reports based on any additional observations may be included in the materials supplied for the annual evaluation.

d. Student Evaluations

Previous systems of measuring teaching quality were limited in that they depended too heavily on student evaluations. While our current evaluation system works to correct this problem by using other measures of teaching performance in addition to student evaluations, we will continue to use student evaluations as a key means of judging teaching effectiveness. Evaluations are submitted electronically. Faculty, the appropriate academic dean, and the Provost have access to evaluations through the My.Converse faculty portal.

3. Normal Expectations and Required Materials for All Faculty Members

- Students evaluate all courses every semester
- Meet all class sessions except under special circumstances approved by the department chairperson and/or Dean
- Continual revision of course material
- Integration of available technology and personal scholarship into courses where appropriate.
- Hold office hours consistently throughout the academic year
- Active advising and availability for student conferencing as necessary beyond office hours.
- Department chairperson encouraged to visit at least one class for each member of their department at least once each year, varying from year-to-year the courses visited for each faculty member

4. Required Supporting Materials

- Professional Self-Report form
- Chairperson evaluations
- Classroom observation reports for untenured faculty members (no specific form)

5. Forms

- Professional Self-Report

6. Evaluation of Part-Time and Adjunct Faculty

Part-time/adjunct faculty are non-tenure track faculty who do not teach a full teaching load of 24 teaching load hours per year and normally teach no more than 12 teaching load hours per year. Part-time/adjunct are employed on a semester to semester basis only when there is sufficient enrollment for the course as determined by the appropriate academic dean. Part-time/adjunct faculty are not eligible for benefits, tenure, or promotion. Part-time/adjunct faculty must meet the qualifications for teaching the courses assigned to them. These qualifications are determined by the appropriate dean in consultation with the provost.

The evaluation of part-time/adjunct faculty is the responsibility of each department chair supervising courses taught by these faculty. Part-time/adjunct faculty are evaluated with regard to their teaching performance and not with regard to their professional activity or service to the University. Evaluations occur on a per-term basis. Evaluation consists of the review of the course syllabus. The evaluation of teaching performance specifically references teaching evaluations. The department chair will discuss the written evaluation with the part-time/adjunct faculty member, providing guidance and support when necessary and appropriate.

A copy of the written evaluation will be sent to the appropriate academic dean and will be included in the University's records of faculty evaluation as maintained by the Office of Institutional Research, Assessment, and Effectiveness.

Scholarship and Professional Activity

1. The Importance of Scholarship and Professional Activity

Professional activity is essential to the mission of the University. Scholarship and professional activity are fundamental to meeting our obligations as faculty members at Converse University. The proposed system of faculty evaluation and performance compensation reflects this priority by including scholarship and professional activity as a necessary component of our job and thus as a consideration in evaluation.

Scholarship contributes significantly to our commitment to and satisfaction with our positions as faculty members of Converse University. By engaging in an integrated and well-planned professional program we stay motivated and enthusiastic. We share this enthusiasm with our students, by enhancing our teaching. We discuss our latest scholarly activities with each other, by promoting the sharing of knowledge within our community. Such pursuit of scholarship provides us with a sense of accomplishment and dedication to continue to excel not only as scholars, but also as teachers, as members of the Converse community, and as contributing members of society.

2. What Constitutes Scholarship/Professional Activity?

Given the diversity of disciplines and areas of interests that faculty pursue, no evaluation system can state all activities that constitute scholarship. The activities that do typically constitute scholarship and professional development include:

- Peer reviewed publications, performances, or exhibits, including books, book chapters, journal articles, musical performances, and art exhibitions or performances
- Peer reviewed entries in reference works or reviews
- Major editorial responsibilities or reviewer with a nationally or internationally recognized journal or other publication
- Major role in conference or scholarly event organization
- Offices in professional organizations and elected/nominated memberships
- Reviewer or editorial board member
- Grant writing and acquisition
- Professional conference presentations and invited addresses
- Non-peer-reviewed activities, including musical performances, art exhibitions or performances, reference works, and reviews
- Student involvement in faculty scholarship or supervision of student scholarship
- Work submitted but not yet accepted for publication or showing
- Drafts of work in progress with documentation
- Attendance at conferences or workshops
- New course development or major revision of existing courses
- Maintenance and renewal of certification in areas of expertise

3. Normal Expectations and Required Supporting Materials for All Faculty Members

Although the activities designated as comprising scholarship and professional activity are not presumed to be comprehensive, at a minimum, all professional activity must show some outcomes on a yearly basis. Faculty members are expected to engage in professional activity that aims

toward publications, presentations, performances, or exhibits. Also, it is expected that faculty, where applicable, either in their own work or through the supervision of students' independent work, will involve students in scholarship.

4. Required Supporting Materials

- Professional Self-Report form
- Basic documentation of any professional accomplishment. The adequacy of the documentation will be judged by the Dean.

5. Forms

- Professional Self-Report

Service to the University Community

1. The Importance of Service to the University Community

The faculty of Converse University is committed to serving the University community. Each individual faculty member is expected to make a positive and constructive contribution to the University by way of service that goes above and beyond teaching and scholarship.

2. What Constitutes Service to the University Community?

We recognize that service comes in many shapes and forms. The following description of what constitutes service to the University community is by no means exhaustive. University service provides important benefits to our community and must be encouraged.

Faculty members are encouraged to engage in more than the minimum requirements for service to the University community and are encouraged to represent Converse University in the larger world through service to the broader community. However, faculty should not overemphasize service to the University at the expense of teaching and professional activity, nor should faculty be unduly burdened with service work that impairs their ability to meet the minimal expectations of teaching and scholarship.

The activities that typically constitute service to the University community include:

- a. Governance and Administration
 - Participating in faculty and departmental meetings
 - Advising and counseling of students
 - Committee membership (including chairing committees)
 - Acting as faculty advisor to student organizations
 - Supporting the Admissions recruiting program, including attending Admissions functions
- b. Co-curricular Activity and Student Life
 - Sponsoring speakers or other public events that enrich the intellectual life of the campus
 - Participating in formal University ceremonies
 - Speaking to community groups or serving community groups as a recognized representative of the University and by enhancing the public image of the University
 - Hosting informal student gatherings, such as dinners
 - Attendance at student activities

3. Normal Expectations and Required Supporting Materials for All Faculty Members

- Serve on at least one Converse University committee, attend committee meetings, and participate actively in the work of committees (*with the exception of faculty in their first year of service*)
- Participate in at least one Admissions function over the course of the academic year
- Participate in departmental and faculty meetings
- Participate in formal University ceremonies
- Be available for departmental, service and committee work throughout the week

4. Materials

- Professional Self-Report Any supporting documentation of participation, involvement, or role in any service event

5. Forms

- Professional Self-Report