

Process of Faculty Evaluation

The process of faculty evaluation is divided into three stages: Advisory, Tenure and Promotion, and Continuing Self-Evaluation.

Advisory Evaluation

New faculty at Converse are counseled by their respective department chairs, beginning in the first year of the faculty member's association with the University.

For First Year Faculty

The department chair makes three to four visits to the classroom/teaching environment during the first year (at least two in the fall semester). The department chair examines syllabi, tests, course materials, and course evaluations. The new faculty member and the department chair have a conference prior to March 1 to discuss matters related to the faculty member's work. Discussion may include planning ahead for changes, improvements, time management, and goal setting. The department chair reports to their respective Dean in writing that these activities have taken place. (The evaluation will be confidential between the new faculty member and the department chair unless both agree that the Dean should be consulted.)

For Second Year Faculty

The department chair visits the classroom/teaching environment during the fall term and examines materials and course evaluations as in the first year evaluation. The second year faculty member completes a written self-evaluation according to an outline provided by their respective Dean. The department chair completes a written evaluation of the faculty member's work with copies to the faculty member and the Dean. The department chair meets with the faculty member prior to March 1 to discuss the written evaluations, progress, improvements, and suggestions. Either the faculty member or the Dean may request a conference concerning these evaluations.

For Third Year Faculty

The respective Dean, in cooperation with the department chair, evaluates and advises the faculty member about the prospects for tenure, and completes an advisory evaluation report. As a preliminary step in the tenure process, the advisory evaluation closely approximates the procedures of peer evaluation used in the tenure and promotion process. Because peer evaluations will be sought for these individuals, third year faculty should submit an updated professional vita to the Dean for distribution to peers within the appropriate Senate division.

In the Year Prior to Applying for Tenure and/or Promotion

The department chair visits the classroom/teaching environment during the fall term and examines materials and course evaluations. The faculty member meets with the department chair and respective Dean to review candidacy.

Tenure and Promotion Evaluation

This evaluation judges the qualifications for tenure and promotion. The tenure and promotion evaluation begins with the Tenure, Assessment and Promotion (TAP) Committee; the decision regarding tenure

grants, term contract grants, and promotion, however, is ultimately the responsibility of the administration and the Board of Trustees. The Tenure, Assessment and Promotion Committee considers the following:

Evaluation for Tenure

- Recommendation of the department chair. If the candidate is a department chair, then the candidate will designate a senior faculty member in the same senate division to write the recommendation;
- The appropriate Dean's and the department chair's annual letters of evaluation and the advisory evaluation. Candidates must explain in writing the absence of any of these evaluations;
- Peer evaluations;
- The self-maintained file, which must contain evidence that the candidate has met criteria for tenure and/or promotion, including:
 1. Updated professional vita, including a list of publications, performances, exhibitions, presentations, conferences, awards, research grants, office-holding in professional organizations, and a list of other contributions to the University (committees, service off-campus, curriculum development, etc.);
 2. Evidence of effectiveness in teaching, which includes ALL student evaluations (candidates must explain in writing the absence of any of these evaluations), course syllabi, and **the department chair's written observation of teaching**; and
 3. A narrative self-evaluation of the candidate's work according to the criteria listed under "Criteria for Tenure and Promotion."The self-maintained file may include other supporting material deemed appropriate by the candidate, such as outside evaluations and evidence of professional and community contributions.

Evaluation for Promotion

- Recommendation of the department chair. A candidate who is a department chair or area coordinator will designate a senior faculty member in the same senate division to write the recommendation. A candidate for advancement to senior rank has the option of designating a senior faculty member in the same division to write the recommendation. In considering candidates for promotion within the library, the Committee will seek the recommendations of the Director of the Mickel Library.
- The appropriate Dean's and the department chair's annual letters of evaluation and all student course evaluations. Candidates must explain in writing the absence of any evaluations. (If the candidate has been promoted at Converse, the file should include all student course evaluations for courses taught since the last promotion.)
- Peer evaluations.
- The self-maintained file.

Candidates who have previously applied unsuccessfully for promotion should include a copy of the previous TAP Committee's letter and should address in their narrative the areas in which they have worked to improve.

Tenure Regulations

Tenure is granted to regular full-time members of the teaching faculty (excluding librarians) upon the recommendation of the President of the University to the Academic Affairs Committee of the Board of Trustees and approval of the entire Board of Trustees. A grant of tenure is not automatic; it is an affirmative action by the Board of Trustees as a recognition of positive merit in the candidate's

performance. Untenured faculty serve on annual appointments, which may or may not be renewed by the administration, until tenure is awarded. The ultimate burden of submitting evidence rests with the candidate. Two essential conditions must be met before a grant of tenure is made: 1) the candidate must be approved as worthy of tenure; 2) a tenured position for which the candidate is qualified must be available. The final decision with respect to both of the essential conditions will rest with the Board of Trustees.

To preserve the vitality and flexibility of the faculty and to protect the financial interests of the University, there is an advisory limitation on grants of tenure. The guideline is structured, not as a percentage of the total faculty, but on the basis of the number and percentage of tenured faculty members within a program or department. That is to say, the University will not *in general* grant tenure to every member of a department or program staff. Exceptions to the guideline will be made at the discretion of the President, with the advice of the Provost.

There are several factors besides personal merit and accomplishment that the administration must consider in a decision about tenure. Among these are the organizational status of the department and the prospects for student enrollment within courses and departments (with due respect for variations in student demand for particular courses or disciplines). These factors might entail a denial of tenure or a delay in the decision. In either case, the faculty member should not conclude that the negative administrative decision constitutes a reflection upon their merits or performance.

Recognizing that justice to deserving faculty members, as well as the University interest, will be served by the retention of certain candidates not granted tenure by the end of the probationary period, the University will issue term contracts in lieu of tenure on the following conditions:

- The candidate must be evaluated and approved by the same procedures as those used in the tenuring process.
- The term contract will not replace or have priority over the tenure system. The term contract will be issued by the administration upon approval of the Board of Trustees on the following conditions; (a) the financial status and prospects of the University will allow the contract, and (b) as long as a tenured position is not available for a tenurable person qualified for that position.
- The original term contracts in lieu of tenure will extend normally for two or three years, and subsequently they will be renewable for any term from one to three years.

Qualifications for Tenure

For purposes of years of service toward eligibility for tenure and promotion, a full-time faculty member is one who teaches a full course load in the academic year or one who teaches a lesser course load with another assignment in lieu of a full course load. Such lesser course loads shall not fall below 2/3 of the full course load for the academic year for faculty in the appropriate area, as defined by the *Faculty Handbook*. Summer school, overloads, and other courses for which extra compensation is received are not calculated in the course load. Years in which the teaching load falls below 2/3 of a full load do not count toward tenure and promotion. The year or term in which a faculty member takes a leave of absence will not count toward tenure.

Except in extraordinary circumstances, the terminal degree will be required for tenure.

Qualifications for Tenure by Rank

Instructors are not eligible for tenure. The number of years of service as instructor will, however, count toward the total service required of other ranks for tenure. If an Instructor is not promoted to a higher rank and concurrently given tenure, or a term contract in lieu of tenure, at the end of the sixth year of full-time teaching at Converse, association with the University will terminate.

Tenure at the rank of **Assistant Professor**. At the time of application, the candidate must have completed:

1. Five years of full-time University teaching (**does not include teaching assistantships or fellowships held within a regular structured graduate program**). Non-teaching professional experience may be substituted for teaching experience.
2. Four years of full-time teaching at Converse.

Candidates are eligible for early consideration for tenure if they have completed the following:

1. Four years as Assistant Professor prior to employment at Converse.
2. Three years of full-time teaching at Converse.

If an Assistant Professor is not granted tenure or a term contract by no later than the end of the sixth year of full-time teaching at Converse, association with the University will terminate. Under no circumstances can one at the rank of Assistant Professor be considered for tenure more than once.

Tenure when hired at the rank of **Associate Professor**. At the time of application, the candidate must have completed:

1. Five years of full-time teaching (**does not include assistantships or fellowships held within a regular structured graduate program**). Non-teaching professional experience may be substituted for teaching experience.
2. Three years of full-time teaching at Converse.

If an Associate Professor is not granted tenure or a term contract at the end of the fifth year of full-time teaching at Converse, association with the University will terminate.

Tenure at the rank of **Professor**. At the time of application, the candidate must have completed:

1. Five years of full-time University teaching (**does not include teaching assistantships or fellowships held within a regular structured graduate program**). Non-teaching professional experience may be substituted for teaching experience.
2. Two years of full-time teaching at Converse.

If a Professor is not granted tenure or a term contract by the end of the fourth year of full-time teaching at Converse, association with the University will terminate.

Criteria for Tenure and Promotion (Teaching Faculty)

The criteria below will be applied by the Tenure, Assessment and Promotion Committee (TAP) and by the administration in evaluating a faculty member for tenure or promotion in rank.

- In all cases, effectiveness of teaching remains the primary consideration; however, the likelihood of a positive evaluation increases to the degree that the other criteria are met with demonstrated excellence.
- Professional Activity is understood as demonstrated contribution to the field, grounded in original research, inquiry, performance, or artistic creation. The EQUALLY IMPORTANT products of scholarship are publication, performance, exhibition and presentation. The University recognizes teaching as scholarship when the faculty member's research or inquiry is directly integrated into preparation and presentation in instruction.

For Tenure

Effectiveness in teaching: pedagogy as measured by student evaluations, syllabi, knowledge of subject matter, curriculum development, reliability in discharging academic obligations, academic rigor and standards, peer and department chair evaluations;

Efforts to increase professional knowledge and effectiveness: attendance and participation in professional conferences, delivery of papers, participation in seminars and workshops, grants for independent research and study, scholarly/professional publication, performance, and exhibitions, other scholarly/professional activities, peer and department chair evaluations;

Contributions to the welfare of the University, i.e., service:

1. within the University: committee and departmental work, contributions to the solution of special problems, advisement, peer evaluations.
2. outside the University (such as in the community and public schools): efforts to increase the University's visibility and to attract students, participation in special programs and events, peer evaluations.
3. in the profession: membership in professional organizations, service roles in professional/scholarly organizations, peer evaluations.

In all areas, positive working relationships with colleagues, students, and administration are expected. Support for the University in the community and beyond is expected as well.

In addition to the above criteria, the tenure evaluation may include the assessment of the potential curricular needs of the University or the faculty member's department. The faculty member's teaching areas and special skills may indicate an ability to serve the long-term needs and interests of the University.

For Promotion to Associate Professor

In decisions involving advancement to the upper ranks (Associate Professor and Professor), the criteria listed above are **essential**, and the evaluation will include **additional** criteria. These additional criteria are to underline the professional and scholarly integrity of the faculty.

Although Converse is a teaching institution, it is in the best interest of the University to recognize for the advanced ranks only those who are in the fullest possible way seeking professional/scholarly growth and fulfilling professional responsibilities.

1. Excellence in teaching: (see above).
2. Demonstrated record of scholarship: publication, performance, exhibition, presentation, professional recognition or awards.
3. Outstanding service to the University and to one's field: (outside departmental duties) which significantly contributes to the general academic welfare or which reflects prestige upon the University (special assignments, representation of the University, initiative in special projects or events, grants, holding of offices or committee assignments in professional organizations).

For Promotion to Full Professor

The faculty member should show distinction in each of the three criteria: teaching, scholarship, and service, **and high distinction in at least two of the three**. The candidate should be generally recognized as both a leader and a model for junior colleagues, and should demonstrate outstanding commitment and responsibility to the stated goals of the University and to the achievements which are the marks of professional merit. The rank of Full Professor is an **honor** earned only by the most outstanding achievement.

Criteria for Promotion (Professional Librarians)

The criteria below will be applied by the Tenure, Assessment and Promotion Committee (TAP), the Director of the Mickel Library, and the administration in evaluating librarians for promotion. In all cases,

the effectiveness in professional duties remains the primary consideration; however, the likelihood of a positive evaluation increases to the degree that the other criteria are met with demonstrated excellence.

- a. Effectiveness in professional duties (job performance as determined by peer evaluations and observations, knowledge of subject area, reliability in discharging job-related obligations);
- b. Efforts to increase professional knowledge and effectiveness (attendance at and participation in professional conferences, delivery of papers, participation in seminars and workshops, professional publications, other professional activities and endeavors, peer evaluations); and
- c. Other contributions to the welfare of the University (committee work, contributions to the solution of special problems, relations with colleagues and administration, efforts to increase the University's visibility and to attract students, participation in special programs and events, service outside the University, peer evaluations).