

College of Letters, Arts, and Social Sciences
Guidance for Writing Faculty Evaluation Reports

CHECKLIST FOR COMMITTEES (Based on information detailed in document)

All evaluation reports should include

- _____ Clear conclusions about whether faculty member is or is not meeting expectations in each relevant area (Teaching, Scholarship, Service) (*See Section IIA*)
 - _____ Departmental policy referenced for each conclusion
 - _____ Clear conclusion & rationale for overall performance (*See Section IIA*)

 - _____ A separate and appropriately labeled section for guidance (*See Section II B*)
 - _____ Guidance focused on bigger issues
 - _____ Specific and concrete actions that candidate should take to improve/stay on track
 - _____ Departmental policy referenced for guidance
 - _____ Professional development plan with resources/specific recommendations

 - _____ Report includes only clear statements (*See Section III*)
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DETAILED INFORMATION FOR EVALUATION REPORTS

I. CANDIDATES on TENURE TRACK

Faculty candidates on the tenure track are not the same as “typical” employees. For a typical employee, employers must find cause for termination, i.e., what has the employee done that warrants disciplinary action? On the other hand, faculty candidates for tenure are essentially on a long job interview, during which the interviewers (chairs and faculty) must determine the candidate’s qualifications and suitability for the job.

Faculty candidates for tenure have the burden of providing evidence that they are worthy to continue along the tenure track. That is why they are called “candidates.” *It is not a foregone conclusion that faculty members hired onto the tenure track receive reappointment.* Once a candidate receives tenure, that individual acquires a statutory right to employment and (in the absence of financial exigency or program elimination) may be dismissed only for “incompetency, neglect of or refusal to perform duties, or immoral conduct” (KRS 164.360). Thus, it is extremely important that the evaluation process prior to tenure be rigorous and that the feedback provided be thoughtful, thorough, explicit, and designed to ensure excellent professional development.

II. EVALUATION REPORTS for ALL FACULTY

A. Reports need to include ***conclusions***: *Are the faculty members doing what is needed to progress along the tenure path, earn tenure, or earn promotion?*

- Clearly state whether the faculty member meets or does not meet expectations in each relevant area of teaching, scholarship, and service. Reference departmental policy to justify conclusions.
 - ✓ *Example: Dr. X meets the departmental expectations for service because she serves on one departmental committee. Based on the department's Promotion & Tenure Policy, this is sufficient service for a first-year faculty member.*
 - ✓ *Example: Dr. X does not meet the departmental expectations for scholarship. She has no peer-reviewed publications during the three years she has been at EKU. Based on the department's Promotion & Tenure Policy, she will need to have four peer-reviewed publications by the time she applies for tenure.*
- Clearly state an overall conclusion and state specific reasons for the conclusion.
 - ✓ *Example: We recommend against reappointment because in Dr. X's first two years she has not met departmental expectations in scholarship.*
 - ✓ *Example: We recommend promotion to full professor because Dr. X has met departmental expectations in teaching, scholarship, and service, and demonstrates collegiality in his interactions with colleagues and students.*

B. Reports need to include ***specific, concrete actions that candidates must take to remain on the path to tenure/promotion.***

- Focus on the bigger issues.
- Place guidance to the candidate in a separate section that is labeled appropriately. Complaints about behavior and guidance for correcting such behavior are not as useful when they are scattered throughout the document.
- Reference the departmental promotion & tenure policy when giving advice.
 - ✓ *Example: According to the department's Promotion & Tenure Policy for promotion to full professor, faculty need four peer-reviewed publications since last promotion. Dr. X currently has only two peer-reviewed publications during the allowed time period. He must have four peer-reviewed publications dated after June 30, 2012 in order to meet departmental criteria.*
- Create a Professional Development Plan.
 - ✓ Provide resources/recommendations to address deficiencies
 - ✓ Identify concrete and reasonable measures that the candidate can take to make improvements
 - Example 1: Students' comments on evaluations suggest that Dr. X moves through material too quickly and responds with impatience to questions from students. This suggests that the instructor may be attempting to cover too much in a single class period. The Committee recommends that Dr. X*

- *Work with her faculty mentor to revise the syllabus to pace the content to allow additional time for explanation and processing*
- *Consult with a Faculty Innovator to arrange a classroom observation to identify potential causes of the “impatience” issue and identify techniques for responding to inquiries in a more receptive manner*
- *Consult with a Faculty Innovator to consider whether some content can be shifted to online assignments so that in-class time is used only for material requiring interaction with the instructor*
- *Complete the DEEP course on topic Y*

Example 2: Professor X reports in his self-evaluation that his teaching schedule and service obligations leave little uninterrupted time for writing and that he is struggling to complete manuscripts for submission. The Chair will do the following:

- *Arrange a T/R class schedule for the next year to allow Professor X to use Fridays for research and writing*
- *Support attendance at Conference Z, including supplemental travel funds, contingent upon acceptance of proposal to present work*

III. EXAMPLES of CLEAR and UNCLEAR STATEMENTS from REPORTS

Examples of Unclear Statements

- *In future self-evaluations, the committee recommends Dr. X continue or increase her pace of service to the department, college, university, profession, and community.*
Does the faculty member meet expectations now? If yes, then “continuing” her pace of service would be sufficient. If not, then “increasing” her pace is necessary.
- *Dr. X provides little evidence of having good relationships with colleagues.* What should candidate do in the future?
- *We recommend Dr. X consider identifying additional support documentation that can be cross-referenced in the narrative portion.* Should the faculty member “consider” doing this, or is required? Give an example of “additional support documentation.”

The Committee encourages Professor X to remind students to complete online evaluations of teaching with the goal of improving the student response rate. Does the department have a guideline related to response rate for course evaluations? Is the candidate in danger of not meeting standards if response rate is not increased? Are there proven methods of increasing the response rate that the Committee recommends that Professor X implement?

- *The Committee looks forward to Dr. X’s service contributions at the College and University level.* Does the candidate meet expectations now? What needs to happen for expectations to be met next year?

Examples of Clear Statements

- *His first-year review recommended that he seek opportunities for professional development. Since that time he attended six sessions of ECU's Teaching and Learning Innovation (TLI) series. He also attended a Quality Matters Workshop for online courses. Note that the previous year's evaluation is referenced, with a clear statement about the previous recommendation and actions the faculty member took to address it.*
- *Dr. X should be specific in communicating the areas he identifies for improvement, what specific measures he has taken to effect change, and what evidence there is to measure the impact. For example, last year's evaluation identified areas for improving [a specific course]. This year Dr. X should have explained how he attempted to improve the following: (1) Helping students learn the basics of Excel; (2) Teaching students how to find and cite academic articles; (3) Note that the previous year's evaluation is referenced, and detailed guidance is provided for improving future self-evaluation documentation.*