

Drury College Faculty Handbook

- (3) The format and content of the questionnaire is determined by the Faculty Advancement Committee and approved by the faculty. (A copy of the current questionnaire is attached in Appendix II. of this handbook.)
- (4) These questionnaires shall be submitted to the Dean of the College for information, consideration, and evaluation.
 - (a) Compilations should be made separately of (1) the total number of students, (2) those students with a cumulative GPA above 3.00, (3) those students with a cumulative GPA below 3.00, and (4) compilations tabulating all responses to each item on the student evaluation form for each class (i.e., the number of 5's, the number of 4's, etc., for each item).
 - (b) These compilations will be returned to the department chair and the faculty member concerned.

b. Procedures for faculty evaluation of faculty:

The Dean of the College shall assume the primary responsibility for conducting the faculty evaluation.

The following procedure requires the broad participation and cooperation of the faculty and the administration.

- (1) Each faculty member and academic administrator who is not tenured or below the rank of full professor shall be evaluated annually. ~~Tenured full professors shall be evaluated every three years.~~
 - (a) Faculty members subject to evaluation shall be evaluated by the department chair, the Dean of the College, and the President of the College.
 - (b) Department chairs shall be evaluated by the Dean of the College and the President of the College.
- (2) This evaluation shall be made prior to June 1.

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- (3) Proposals for evaluation shall be submitted on a form approved by the Faculty Advancement Committee. (A copy of the current Faculty Evaluation Form is attached as Appendix II.) The Faculty Evaluation Form shall constitute an agreement between the Faculty member, the department chair, and the Dean for the ensuing academic year (or three years for tenured full professors.)
 - (4) The evaluation shall consider the following criteria:
 - (a) Evidence of effective teaching through (1) student evaluations, (2) other means determined by the faculty member, department chair, and the Dean of the College.
 - (b) Evidence of professional growth through scholarly activities including (1) research, (2) scholarly writing, (3) participation in scholarly societies, (4) professional self-enrichment.
 - (c) Evidence of participation in faculty governance and/or academic administration through service on (1) standing committees, and councils, (2) ad hoc committees, (3) non-teaching administrative activities.
 - (d) Evidence of participation with students in non-teaching activities through (1) academic advising, (2) sponsoring or advising student organizations, (3) sponsoring student travel groups.
 - (e) Evidence of participation with organizations within the community through (1) volunteer service, (2) non-paid consulting services to community organizations.
 - (5) Through an agreement among the faculty member, the department chair, and the Dean of the College, the degree of emphasis to be given any category shall be determined.
- c. For full-time teaching faculty, evaluation will be made on a rating sheet approved by the Faculty Advancement Committee. The same rating sheet may be adapted to evaluate part-time faculty. A copy of the current Faculty Evaluation Sheet is attached as Appendix II.

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According to the criteria enumerated on the Faculty Evaluation Sheet, the overall rating shall consider the following:

- (1) Evidence of interest in students by (1) counseling, (2) being readily available for consultation, (3) participating in co-curricular life;
 - (2) Evidence of scholarship through (1) formal training, (2) research and writing, (3) contributions to the overall curriculum, (4) participation in scholarly societies, (5) professional self-enrichment;
 - (3) Evidence of effective teaching through (1) student evaluations, (2) course planning, (3) proficient instruction, (4) innovative techniques and approaches;
 - (4) Evidence of contributions to the college by significant participation in (1) committee work, (2) community activities.
4. Procedures for Evaluation Leading to Promotion and Tenure:
- a. The department chair shall initiate and forward all recommendations for promotion or tenure or merit raises to the Dean of the College. A written statement shall accompany each recommendation setting forth the reasons in support of the request. Suggested criteria are to be found in the faculty evaluation questionnaire and in III, I., 5.
 - (1) After the normal period of time, if a faculty member has not been recommended for promotion or tenure, the Dean of the College shall request a report from the Department Chair as to the reasons why such a recommendation has not been made.
 - (2) Department chairs shall be recommended for promotion or tenure by the Dean as outlined in 4., b.
 - b. The Dean of the College will request private evaluations from at least the following:
 - (1) All faculty members in the department;

C. FACULTY EVALUATION FORMS

Following are five categories wherein the performance of a faculty member is to be evaluated. This form is to be prepared in the spring of each academic year by untenured faculty and faculty below the rank of full professor. Tenured full professors prepare the form every three years. The form shall constitute an agreement between the faculty member, the department chair, and the Dean of the College as to which categories the faculty member will concentrate on during the ensuing academic year--or three years for tenured full professors.

In consultation with the department chair, each faculty member shall determine the degree of emphasis to be given to each category. Criteria for emphasis on categories shall be (1) expertise of the faculty member, and (2) the needs of the college. At the time, the faculty member shall specify the evidence to be submitted at the end of the evaluation period to determine the degree of quality achieved in each category. Following agreement, the department chair will sign this form and send it to the Dean of the College. If the Dean is in agreement with the decisions made by the faculty member and the department chair, the Dean will sign this form and return copies to the faculty member and department chair. The original copy shall be placed in the faculty member's permanent file.

At the end of the evaluation period, the department chair and the faculty member shall meet to discuss the accomplishments of the faculty member. The chair will prepare a written evaluation for the period just ended and submit that to the dean for the personnel file of the faculty member; a copy shall be given to the faculty member. The faculty member and chair will discuss the proposed plan for the next evaluation period. The form will be signed and submitted to the dean.

In the event that the faculty member wishes to alter this agreement during the period of evaluation, the department chair and Dean must approve.

FACULTY EVALUATION
(Summary Report)

Faculty Member: _____
Chair _____
Date _____

Tenured full professors will be evaluated once every 3 years. All others are evaluated each year. (This form is to be attached to the department chair's narrative evaluation.)

1. Current year's evaluation and growth plan for next year completed in timely fashion so process can meet June 1 deadline. Yes ___ No ___

2. Achievement of growth plan objectives* for current year:

A. Teaching (at least 50%): _____%

	Not satis- factory	Below expect- ations	At the high level of expectations for Drury faculty	Extra- ordinarily high level
Goals were appropriate	___	___	___	
Achievement of goals	___	___	___	
Level of work & contribution	___	___	___	___

B. Professional Growth: _____%

Goals were appropriate	___	___	___	
Achievement of goals	___	___	___	
Level of work & contribution	___	___	___	___

C. Faculty Governance & Administration: _____%

Goals were appropriate	___	___	___	
Achievement of goals	___	___	___	
Level of work & contribution	___	___	___	___

D. Relationship with students outside formal teaching requirements (Advising, sponsoring student organization, travel groups): _____%

Goals were appropriate	___	___	___	
Achievement of goals	___	___	___	
Level of work & contribution	___	___	___	___

*Note: Goals and objectives in the plan should be seen as flexible, and faculty members should feel free to discuss changes in the plan as the year progresses.

	Not	Below	At the high	
	satis-	expect-	level of	
	factory	ations	expectations	Extra-
			for Drury	ordinarily
			faculty	high level

E. Community relations: _____%

Goals were appropriate	_____	_____	_____	
Achievement of goals	_____	_____	_____	
Level of work & contribution	_____	_____	_____	_____

3. Overall evaluation of performance:

4. Quality of growth plan for next year.
(Goals appropriate - challenging,
realistic, cognizant of department
and college plans and individual
development needs)

5. Occasionally a faculty member's contribution in a given year may far exceed his/her usual accomplishments and the usual accomplishments of other faculty (the book gets published that year, a major committee is chaired and excellent work done, etc.) In such years, special recognition is deserved. Please mention below if special recognition is appropriate this year.

Chair Signature: _____ Date _____

By signing this form, the faculty member indicates that he/she has seen the evaluation, but it does not necessarily indicate agreement.

Faculty Member: _____ Date _____

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Faculty Development Plan

PRE-EVALUATION PERIOD

_____ Faculty Member Signature	_____ Date Submitted	_____ Period of Evaluation
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_____ Department Chair	_____ Date
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_____ Dean of the College	_____ Date
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POST EVALUATION PERIOD

_____ Department Chair	_____ Date
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Results of evaluation submitted to the faculty member

_____ in writing

_____ orally

_____ both

_____ Dean of the College	_____ Date
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_____ Faculty Member	_____ Date
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Comments:

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Faculty Development Plan

Name _____
Date _____

Normally, teaching shall constitute at least 50% of the evaluation, with the remaining percent to be determined from among the remaining categories. In the event that teaching is to constitute less than 50%, the Dean must agree.

A. CATEGORIES

1. Teaching: Normally at least 50% of the evaluation process. The quality of the teaching role of the faculty is determined in part by student evaluations of teaching. The faculty member being evaluated should indicate in the space below what he/she intends to do to demonstrate growth in teaching during the evaluation. Please include any other means desired for being evaluated in addition to the above means.

(Use additional pages if necessary.)

Faculty Development Plan

2. Professional Growth: Based upon the criteria of expertise of faculty and needs of the college, indicate the commitment to be made in this category. Generally, this category includes research, writing a book, articles in professional journals, attending professional meetings, offices in professional organizations, consulting in area of expertise, attending professional workshops, etc. Please justify the degree to commitment and indicate the means by which the accomplishments can be evaluated.

(Use additional pages if necessary)

Faculty Development Plan

3. Faculty Governance and Administration: Based upon criteria of expertise of faculty and the needs of the college, indicate the commitment to be made in this category. Generally, this category includes faculty standing and ad hoc committees and administrative duties above and beyond teaching. Please justify the degree of commitment and indicate the means by which the accomplishments can be evaluated.

(Use additional pages if necessary)

Faculty Development Plan

4. Non-Teaching Relationships with Students: Based upon the criteria of expertise of faculty and the needs of the college, indicate the commitment to be made in this category. Generally, this category includes academic advising, advising or sponsoring student organizations, sponsoring travel groups, and other non-teaching activities with students. Please justify the degree of commitment and indicate the means by which the accomplishments can be evaluated.

(use additional pages if necessary)

Faculty Development Plan

5. Community Relations: Based upon the criteria of expertise of faculty and the needs of the college, indicate the commitment to be made in this category. Generally, this category includes volunteer activities within the community, especially ones where expertise of faculty can be helpful to community organizations. Only unpaid activities should be mentioned here. Please justify the degree of commitment and indicate means by which the accomplishments can be evaluated.

(Use additional pages if necessary)