

EDUCATIONAL FOUNDATIONS AND RESEARCH  
POLICY STATEMENT ON EVALUATION  
OF TEACHING, RESEARCH AND SERVICE  
(approved September 2006)

Effective teaching is central to the goals of the Department of Educational Foundations and Research. With this in mind, the department proposes that all faculty members (tenured and non-tenured), instructors, lecturers, and teaching assistants be evaluated at least once every semester through the student evaluation process. This end-of-semester process would involve the traditional UND Institutional Research form or the currently approved department form. SGIDS are recommended on a voluntary basis and would remain at the discretion of individual faculty members. Faculty members who expect to be promoted should be evaluated by peers in at least two courses before the promotion process. The conduct of this peer evaluation process would be at the discretion of the faculty involved, but should produce a written report for the promotion files. Non-tenured faculty on the tenure track should be evaluated by peers in at least one course per year until they become tenured. Reports on these peer evaluations should be on record in the faculty member's file. (Approved by faculty: March 4, 1998)

Evaluation on teaching, research, and service:

For faculty who are tenured evaluating these three areas could include a summary statement of their past contributions, thus providing a context for review of current work. Teaching would include not only their current teaching, but also their contributions to the current status of their courses, the development and implementation of any changes to them. What changes over time have taken place that might enhance "the standard curriculum?" How has their original research impacted students at the classroom level? How has their broad experience impacted their classrooms? Thus, teaching, research, and service are necessarily interactive, rather than separate categories.

The Department of Educational Foundations and Research follows university and college guidelines. All tenured and tenure-track faculty evaluations will be conducted following the time lines established by the office of the Provost and VPAA. Non-tenure track benefited faculty may choose to use the 3<sup>rd</sup> year review process described herein, or choose to have only the report of the Chair.

Probationary or tenure-track faculty would fulfill the guidelines by the college. Reviews for probationary faculty in years 1 through 6 will be conducted by a committee of the whole department. The department Chair does not chair those reviews and writes a separate report.

Tenured faculty will have an annual review conducted by the Chair.

Third year review of tenured faculty: The person being evaluated will choose a committee and committee chair (other than the Department Chair). The review is conducted by a committee of three composed of two members from the department and one outside member with the option of

including a student as a fourth member. Their results are presented to the faculty as a whole for review. The Department Chair writes a separate review. (The next third year reviews will be conducted as follows: 2007: Gershman; 2008: Landry.)

The faculty member makes available to the committee and to the Chair his/her October Supplements for the past 3 years, a current curriculum vitae, complete course evaluations done by students and other relevant documents, including publications.

Evaluation categories:

The Subcommittee on Evaluation rates each faculty member on each criterion according to the following categories: Inadequate, Adequate, Adequate-moving-to-excellent, Excellent. Brief examples of performance for each category are provided below. These examples are guides for the subcommittee; the final rating shall be a consensus among the committee members after considering all relevant information.

Department evaluation expectations:

Faculty members are expected to achieve a minimum rating of Adequate on all evaluative criteria regardless of their own ranking. If a faculty member receives Inadequate on an evaluative criterion, s/he will be expected to raise that to Adequate in the succeeding evaluation. Moreover, the department expects a rating of Adequate-moving-to-excellent on at least 1 of the first 2 ranked criteria that the faculty members have established for themselves.

Evaluation summary and recommendation:

The written report shall contain a summary of the evaluation in terms of the faculty member's own ranking of the criteria (Teaching, Research, Service) using the college forms.

#### Procedures for Evaluation

As required by the College of Education and Human Development in its "Policy and Guidelines for Faculty Evaluation," the materials submitted for the evaluation of teaching should include:

1. A written personal reflection on the philosophy of teaching
2. All student evaluations since the last review
3. Current and past course syllabi
4. Summaries of teaching evaluations by colleagues. SGID's are for formative uses only.
5. Documentation of activities that enhance teaching or advising
6. Documentation of acceptance or submission of articles for publication

Optional materials may include:

1. Documentation of awards or nominations of awards
2. Documentation of grant applications or awards
3. Letters of appointment to committees and organizations
4. Examples of exemplary student work

### Descriptions of *Teaching* for EFR

Inadequate: *Teaching* – Evidence of poor teaching; not available to students; low student evaluation ratings; inadequate research advisement.

Adequate: *Teaching* – Fair teaching and adequate research advisement; only minimally available to students; average student evaluation ratings.

Adequate-moving-to-excellent: *Teaching* – Effective teaching; recognized as a good research advisor; available to students; rated by students as a good, effective teacher.

Excellent: *Teaching* – Highly effective teaching in the classroom and as research advisor; has sustained this level of performance over the years; is available to students; has maintained consistent Good-to-Excellent ratings by students.

### Descriptions of *Research* for EFR

Inadequate: *Research* – Minimal scholarly activity; reading research and collecting data but not really producing research.

Adequate: *Research* – Actively involved in research efforts, on-going research as principal or co-investigator; submitting research for publication and presentation; publishing (average of 3 articles in 5 years) in refereed journals; scholarly presentations (for example, 1 over last 3 years) at regional or national professional meetings; serving as a reviewer or critic for a professional journal and for national presentations.

Adequate-moving-to-excellent: *Research* – Actively involved in research efforts, on-going research as principal or co-investigator; submitting research for publication and presentation; publishing (2 articles over last 3 years) in refereed journals; scholarly presentations (2 over last 3 years) at regional or national professional meetings; serving as a reviewer or critic for a professional journal and for national presentations.

Excellent: *Research* – Actively involved in research efforts, on-going research as principal or co-investigator; submitting research for publication and presentation; publishing (average of 3 articles over last 3 years) in refereed journals; scholarly presentations (average of 3 over last 3 years) at regional or national professional meetings; serving as a reviewer or critic for a professional journal and for national presentations.

### Descriptions of *Service* for EFR

As a department, we would see ourselves becoming the provider of research courses for education and social science graduate programs at UND. In particular, it is important for us to have faculty who collectively have research expertise in a variety of research processes. This would mean that, for example, in quantitative processes, we would have expertise in statistics through multivariate analysis, including experimental design, survey design, test/opinion are design and analysis, including reliability analysis. In qualitative processes, we would like to offer several different research avenues, which could include grounded theory, anthropological

educational research processes, and critical theory, but also in other areas where faculty have expertise. Our department would accommodate students who wish to pursue mixed approaches as well. In this vein, given sufficient resources, we would like to pursue being a research service area for faculty and students. We would want to be able to be involved with distance offerings of programs within the college, which may include us taking the lead and offering a degree program through distance learning, again depending on resources. We would like to become even more involved with collaborating with tribal colleges on self studies and developing educational programs. Individual faculty would be encouraged to become involved at the national level in their specific sub-disciplines. This would include being actively involved in national organizations, including holding office, editing journals, serving on editorial boards, arranging conferences, and reviewing books and articles for publication.

Examples of Service:

1. Election to regional or national boards of professional organization
2. Voluntary service to regional or national boards and committees of professional organizations.
3. Editorial and review work for journals and book publishers
4. Service to advisory committees for pre K-12 schools/programs and other organizations
5. Service to community organizations that benefit from your specialization/expertise
6. Service to university/college committees and organizations that support faculty/staff/students

Inadequate: *Service* – Shows no real commitment to service in any area.

Adequate: *Service* –

*Institutional Service* - Serves on several departmental and college committees.

*Professional Service* - Has a record of membership in state, regional, and/or national professional organizations; attends several conferences a year; performs some occasional consulting.

*Community Service* - Participates in community affairs as a representative of the University.

Adequate-moving-to-excellent: *Service* –

*Institutional Service* - Participates in university-wide governance bodies, chairing departmental and college committees.

*Professional Service* - Active participates in state, regional, and/or national professional organizations (refereeing journal articles, reviewing proposed conference sessions and/or proposed paper presentations), serving on a national or state commission or task force, consulting with or providing technical assistance for educational or governmental agencies.

*Community Service* - Provides training or technical assistance and/or conducts workshops for community organizations or agencies.

Excellent: *Service* –

*Institutional Service* - Chairs and/or organizes university-wide committees, election to university-wide committees.

*Professional Service* - Election to a professional organization board of directors, office-holder in a national professional organization, recognition of outstanding service by a professional organization in terms of honors or awards, journal or newsletter editor for a professional organization, long-term consulting for an organization or agency.

*Community Service* – Receives recognition of outstanding service by a community organization or agency.

To be granted tenure, the faculty member must achieve a minimum of “Adequate-moving-to-excellent” in all 3 areas (Teaching, Research and Service).

To be promoted from Assistant to Associate Professor, s/he must attain “Adequate-moving-to-excellent” in 2 or more areas. To be promoted from Associate to Full Professor, s/he must attain “Excellent” in 2 or more areas.

n.b. We recognize that these 4 categories will be changed to 3 when the college Promotion and Tenure Committee forwards its evaluation to the VPAA.

These are guides, not requirements:

	Inadequate	Adequate	Adequate-moving-to-excellent	Excellent
T E A C H I N G	<i>Teaching</i> – Evidence of poor teaching; not available to students; low student evaluation ratings; inadequate research advisement.	<i>Teaching</i> – Fair teaching and adequate research advisement; only minimally available to students; average student evaluation ratings.	<i>Teaching</i> – Effective teaching; recognized as a good researcher advisor; available to students; rated by students as a good, effective teacher.	<i>Teaching</i> – Highly effective teaching in the classroom and as research advisor; has sustained this level of performance over the years; is available to students; has maintained consistent Good-to-Excellent ratings by students.
R E S E A R C H	<i>Research</i> – Minimal scholarly activity; reading research and collecting data but not really producing research.	<i>Research</i> – Actively involved in research efforts, on-going research as principal or co-investigator; submitting research for publication and presentation; publishing (average of <b>3</b> articles in 5 years) in refereed journals; scholarly presentations (for example, <b>1</b> over last 3 years) at regional or national professional meetings; serving as a reviewer or critic for a professional journal and for national presentations.	<i>Research</i> – Actively involved in research efforts, on-going research as principal or co-investigator; submitting research for publication and presentation; publishing ( <b>2</b> articles over last 3 years) in refereed journals; scholarly presentations ( <b>2</b> over last 3 years) at regional or national professional meetings; serving as a reviewer or critic for a professional journal and for national presentations.	<i>Research</i> – Actively involved in research efforts, on-going research as principal or co-investigator; submitting research for publication and presentation; publishing (average of <b>3</b> articles over last 3 years) in refereed journals; scholarly presentations (average of <b>3</b> over last 3 years) at regional or national professional meetings; serving as a reviewer or critic for a professional journal and for national presentations.
S E R V I C E	<i>Service</i> – Shows no real commitment to service in any area.	<i>Institutional Service</i> - Serves on several departmental and college committees. <i>Professional Service</i> – Has a record of membership in state, regional, and/or national professional organizations; attends several conferences a year; performs some occasional consulting. <i>Community Service</i> - Participates in community affairs as a representative of the University.	<i>Institutional Service</i> - Participates in university-wide governance bodies, chairing departmental and college committees. <i>Professional Service</i> - Participates in state, regional, and/or national professional organizations (refereeing journal articles, reviewing proposed conference sessions and/or proposed paper presentations), serving on a national or state commission or task force, consulting with or providing technical assistance for educational or governmental agencies. <i>Community Service</i> - Provides training or technical assistance and/or conducts workshops for community organizations or agencies.	<i>Institutional Service</i> - Chairs and/or organizes university-wide committees, election to university-wide committees. <i>Professional Service</i> - Election to a professional organization board of directors, office-holder in a national professional organization, recognition of outstanding service by a professional organization in terms of honors or awards, journal or newsletter editor for a professional organization, long-term consulting for an organization or agency. <i>Community Service</i> – Receives recognition of outstanding service by a community organization or agency.