

## **Evaluation Policy Guidelines for the Department of Educational Leadership (EdL)**

While these guidelines focus on the procedural matters involving evaluation at the college and departmental levels, EdL needs to carefully attend to the formative/developmental aspect of evaluation, as well. The evaluation process at the departmental level involves the professional goals and developmental needs of the faculty member being reviewed. The evaluation takes place within the context of the goals of the department, attempting to align the goals of the faculty member and those of the department.

### **I. Introduction**

This document is consistent with the College Faculty Evaluation Task Force report, dated March 2002; a College of Education and Human Development (EHD) policy statement using the Task Force report, drafted by the dean, and reviewed and amended by the Council of Chairs and the faculty of the College's departments; and the University of North Dakota (UND) Faculty Handbook.

### **II. Evaluation Procedures**

All *benefited* faculty shall be evaluated annually, as required by the North Dakota State Board of Higher Education (SBHE), and in conformity with the EHD policy, the UND policy, and the SBHE policy and procedures as these apply. The departmental policy will be approved by the department faculty, the Council of Chairs, and the dean of the College.

The EdL department determines who shall serve on evaluation committees, except that only tenured faculty members may vote on tenure decisions.

### **III. Procedures for Probationary and Tenured Faculty**

The purpose of this section is to outline the procedures for review of probationary and tenured faculty.

#### **III.A: Committee Membership (Annual)**

The departmental annual evaluation committee shall consist of the faculty members in the department other than the department chair and the evaluatee. The evaluatee shall select an EdL faculty member other than the department chair to chair the evaluation committee. The evaluatee may request two additional members of the evaluation committee (e.g. professionals in the field,

a faculty member from another institution, a faculty member from another department, or a student in the department). The EdL faculty members will decide on whether the additional members may serve on the committee.

### III.B: Committee Membership (Tenured)

During the year in which a faculty member is being considered for tenure, the evaluation committee shall be comprised of all tenured faculty members from the department, with the exception of the department chair. In the event that there are fewer than three tenured faculty in the department, the department shall select tenured faculty from outside the department to form a committee of three including all tenured faculty of the department. (In the event that faculty must be selected from outside of the department, the evaluatee may recommend to the department three tenured faculty from outside the department for inclusion on the committee). The evaluatee shall select the committee chair from the committee membership.

The evaluatee may request the department to add two additional non-voting members (e.g. a professional in the field, a student in the department, an untenured faculty member in the Department of Educational Leadership, a faculty member from another institution, and/or a faculty member from another department at UND) to the evaluation committee. The EdL faculty members will decide on whether the additional members may serve on the committee.

### III.C: Role and Responsibility of the Committee Chair

The chair of the annual and/or tenure evaluation committee will draft an evaluation report following the guidelines of this policy. A draft of the report shall be provided to committee members for review and comment. Committee members shall return their comments and /or any dissenting opinions to the chair within five (5) working days or as designated by the chair. The committee chair will meet with the evaluatee and provide feedback from the evaluation including the report and dissenting opinions.

### III.D: Committee Reports and Procedures

The committee's report should a) indicate the purpose of the evaluation and b) give summaries for each of the criterias of work: teaching, research and scholarly activity, and service. In each section, the report should include a statement about the candidate's performance--both quality of work and quantity of effort--as well as the committee's evaluation using the criteria. To help the College Promotion and Tenure Committee (P & T Committee) understand potential departmental differences in evaluation procedures, the report should also include a description of the procedures and sources of information used to arrive at the summary of the candidate's achievement in each area. For a description of the role of the College P & T Committee, see the *College Bylaws*, VI.5.

The result of the committee's vote must be reported. For evaluations in which roll call voting is required (tenure or promotion), the report must contain each member's vote as it applies to the rankings of unsatisfactory, adequate, and excellent. (Separate roll call votes must be recorded for promotion and for tenure if both are being evaluated in the same academic year.) The committee must indicate whether to recommend reappoint probationary members or continue appointment for tenured members, and whether to promote or tenure. Further, a roll call vote containing each member's vote is to be cast regarding the recommendation for reemployment for the following year. If there are any dissenter(s) to the committee's recommendation, a written statement by the dissenter(s) must be attached to the report (optional for evaluations for promotion).

The committee chair and all committee members must sign the report. The evaluatee must sign the report after reviewing it; however, the evaluatee's signature does not imply agreement with the report. The signature only indicates that the evaluatee has received and read the report. The evaluatee may also prepare a written response to the committee's report or to any dissenting opinion attached to the report.

### III.E: Role and Responsibility of Department Chair

The role of the department chair is described in the Faculty Handbook and SBHE policy. Within the EdL department, the chair shall participate in the deliberations of departmental evaluation committees but may not vote with these committees.

The department chair shall prepare a separate evaluation report that must employ the three rankings (unsatisfactory, adequate, or excellent) for each of the criteria of faculty work (teaching, research and scholarly activity, and service) and shall make specific recommendations for improvement in every case in which a faculty member is rated "unsatisfactory" and may make such recommendation in cases in which the faculty member is rated "adequate." The chair must indicate whether to reappoint probationary members or continue appointment for tenured members, and whether to promote or tenure. The report must be signed by the department chair and the faculty member being reviewed. The faculty member being reviewed may write a response to the department chair's report and submitted to the department chair for inclusion in the department's report, indicating any disagreements with conclusions or recommendations.

The College will provide a standard form to be completed by the departmental committee and a standard form to be completed by the department chair (see appendix). While these forms and procedures are required to ensure consistency and equity, the department may feel free to emphasize aspects of evaluation and procedures that are appropriate to the discipline and type of work being evaluated, and may expand the materials for the review or the procedures described here, as long as those additions are provided for in the written departmental policy.



### III.F: Definitions of Criteria Used in the EdL Evaluation Process

**Teaching** is using instructional methods to impart a body of knowledge that is described in the course description to the students in an enrolled group. These methods can include lecture, discussion, group work, projects, presentations, and other standard instructional approaches. The teacher is expected to share her/his knowledge, expertise, and perspective with the students on the topics to be covered in the course. The teacher is expected to communicate to the students the expectations of the course and the way in which the expectations will be evaluated via a syllabus and other means. The teacher is to assess the students' performance and give them feedback on the quality of their work.

Advising students shall be considered a component of a professor's teaching obligations. Advisement of students is guiding students through the requirements of the institution toward graduation. The major role of the advisor is in guiding the student's decisions regarding research topic, review of the literature, design of the research, conducting the research, analyzing the data, and drawing conclusions and recommendations. These components are pulled together in a formal research report (i.e., an independent study, a thesis, or a dissertation). Faculty are encouraged to utilize the information learned in the research effort in a publication(s) and/or presentation(s) authored with or by the student.

**Research and Scholarly Activity** result from scholarly effort that results in a published book, journal, or some other recognized format used for disseminating scholarly information. Research and scholarly activity consists of, but not limited to, significant contributions to the profession (e.g., refereed publications, books, book chapters, grants, presentations, curriculum development, reports, etc.).

**Service** is providing assistance to individual(s) or organization(s) associated with one's professional role. There are three areas of such service. The first area is service to one's profession through work with professional societies and/or recognized practitioners in the field (the evaluatee must describe the nature of the work). The second area of service is to one's institution through such activities as committee work at the university level, the college/school level, and the departmental level; student recruiting; program design; and so forth. The third area is service to one's community through work in schools, agencies, or institutions related to one's professional role.

### III.G: Expectations of the Department Regarding the Criteria

**Teaching.** Faculty are expected to maintain a high standard of teaching performance. Faculty are to have student evaluations done for each of their classes. A student is to gather the evaluation forms from the students and turn those in to the departmental secretary. The faculty

member must have her/his teaching evaluated in at least two other ways according to University policy (e.g., by a peer observation of a teaching episode, by using the small group instructional diagnosis (SGID) process, or by a review of students' products compared with the course objectives/outcomes, by making a videotape of a teaching episode and having it evaluated by a teaching/administration professional, by using some other recognized process or assessment). Further, probationary and tenured faculty are encouraged to assist advisees to complete quality research in independent studies, theses, and dissertations and to subsequently attempt to share the findings by publishing in the professional literature.

**Research and Scholarly Activity.** UND is considered to be the primary research institution in the state. A probationary faculty member is expected to establish a line of research and have a minimum of one article accepted for publication by a refereed, national professional journal each year, or its equivalent as determined by the departmental faculty. The tenured professor is expected to continue researching, publishing, and presenting.

**Service.** The faculty need to engage in service activities to their profession, to their institution, and to their community. Service can be a source of testing of ideas that can be employed in teaching and a source of data for analysis and publication. However, faculty are cautioned to not permit service activity to dominate their professional lives and interfere with the time needed to do effective teaching and research and scholarly activity.

#### **IV. Essential Documents at the Department Level**

The following documents are considered essential and required for all evaluation files and shall be prepared by the faculty member being reviewed.

1. A standard cover sheet provided by the College.
2. A current curriculum vita\* that provides accurate and up-to-date information that addresses the criteria for promotion and tenure (as outlined for the curriculum vitae to accompany a promotion file, provided by the Office of the VPAA, and amended to fit the EdL department).

Curriculum vita is to include:

- a. Educational Background
- b. Professional Experience
- c. Courses Taught: Regular Assignments and Continuing Education  
Advisees  
Independent Study Reports/Theses/Dissertations Completed

Graduate Committee Service  
Curriculum Development Activities

- d. Service to
    - Professional Societies
    - Institutional Constituencies--University, College, Department
    - Community
  
  - e. Publications/Performances/Exhibits
    - Juried/Non-juried
    - Refereed/Non-refereed
    - Invited
    - Other
    - (Please indicate full citations and the order of multiple authorship)
  
  - f. Professional Presentations
    - National/International
    - Regional
    - State/Local
  
  - g. Grants and Contracts
    - Submitted
    - Funded
  
  - h. Professional Associations
    - Offices Held
  
  - i. Professional Education/Consultant Activities
  
  
  - j. Honors/Awards
    - \* Items are only to be cited once
3. Copies of data-based evidence of student feedback for all courses taught during the period under review.
4. Copies of at least one review of teaching in addition to student evaluation. Examples include documentation of a peer observation of a teaching episode, a small group instructional diagnosis (SGID) process, a review of students' products compared with the course objectives/outcomes, an evaluation by a teaching/administration professional of a videotaped teaching episode, or the use of some other recognized process or assessment.

5. A reflective statement written by the faculty member that elaborates on the materials contained in the file and should assist the reviewers in understanding the professional work and place it in context. The statement should address all three areas of faculty work (teaching, research and writing, and service) and normally should not exceed three pages.

In a separate binder or holder, the following supporting materials must be available to the departmental evaluation committee and department chair:

1. Copies of course syllabi for all courses taught during the period under review.
2. Either the original publications or the letters of acceptance for publication and a print copy of the manuscript.
3. The program(s) from conventions attended in which the faculty member gave a presentation(s) with the page(s) marked showing the presentation(s).

#### **V. Additional Optional Documents**

The following documents may be provided if they will enable reviewers to have a fuller and more accurate understanding of the professional work.

1. Examples of student work that illustrate the quality and nature of student learning. Any information that might identify individual students must be removed from the materials.
2. Letters of appointment to appropriate bodies or letters of recognition of significant professional contributions.
3. Copies of actual publications and curricular materials.
4. Letters of support or evaluation from external experts.

#### **VI. Essential Documents at the College Level**

The following documents are considered essential and required for all evaluation files and shall be prepared by the faculty member being reviewed:

1. A standard cover sheet provided by the College.
2. The forms required by the Office of the VPAA.

3. A current curriculum vita that provides accurate and up to date information that addresses the criteria for promotion and tenure. (See the outline for the curriculum vita provided by the Office of the VPAA.)
4. The report from the department evaluation committee.
5. The report from the department chair.
6. Copies of the signed position description form, indicating the percentage of effort for the relevant academic years.
7. A reflective statement written by the faculty member that elaborates on the materials contained in the file and should assist the reviewers in understanding the professional work and place it in context. The statement should address all three areas of faculty work (teaching, research and writing, and service) and normally should not exceed three pages.

In a separate binder or holder, all of the materials available to the departmental review committee and chair should be available to the College Promotion and Tenure Committee.

## **College of Education & Human Development**

### **Faculty Evaluation Report**

#### **I. Identifying Information**

Candidate: \_\_\_\_\_ Current Rank: \_\_\_\_\_

Department \_\_\_\_\_ Academic Year/Evaluation \_\_\_\_\_

Purpose of evaluation (check all that apply):

Tenure \_\_\_\_ Promotion \_\_\_\_ Annual Review \_\_\_\_ (Year \_\_\_\_ ) Post Tenure \_\_\_\_

Candidate's position description for current academic year:

Teaching \_\_\_\_% Research \_\_\_\_% Service \_\_\_\_% Other \_\_\_\_%

List any special assignments.

<u>Names of Members of Evaluation Committee</u>	<u>Rank</u>	<u>Tenure</u>
<u>Status</u>		
Committee chair		
Committee member		

Because different departments use different procedures to conduct their evaluation, give a brief description of the process used to conduct this evaluation (or if easier, attach a copy of pertinent documents, e.g., minutes of meetings, policy statements).

List special assignments used in conducting the review where appropriate [e.g., primary author of report, section author(s), interviewer(s), classroom observer(s)]

## II. Summary of Evaluation of Teaching, Research, and Service

Summaries in the areas of Teaching, Research and Writing, and Service should address quality, as well as quantity.

Summary of review of **Teaching** (and student advisement if applicable), including sources of information used for the evaluation:

\_\_\_\_\_ Excellent      \_\_\_\_\_ Adequate      \_\_\_\_\_ Unsatisfactory

---

Summary of review of **Research and Writing** activity:

Excellent           Adequate           Unsatisfactory

---

Summary of review of **Professional/University/Community Service**:

     Excellent           Adequate           Unsatisfactory

---

Summary of review of **Administrative or Other Areas** if applicable, (e.g. program coordinator):

     Excellent           Adequate           Unsatisfactory

---

### **III. Recommendation for the Improvement of Teaching, Research and Writing, and Service**

Recommendations for improvement in the areas of Teaching, Research and Writing, and Service evaluated as unsatisfactory or adequate (optional) should address quality, as well as quantity.

Recommendation for the improvement of **Teaching** (and student advisement if applicable):

Recommendation for the improvement of **Research and Writing** activity:

Recommendation for the improvement of **Professional/University/Community Service**:

#### **IV. Committee Recommendation**

Recommendation of the committee (including roll call votes on reappointment, promotion, and tenure decisions):

Any statements of dissent or responses to the recommendation of the committee (list and attach the statements):

Committee Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

Committee Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Other Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Other Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Other Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluee's Signature \_\_\_\_\_ Date \_\_\_\_\_

**The evaluee's signature does not necessarily imply agreement with the contents of this report, only that it is recorded with the full knowledge of the faculty member being evaluated. A written response may be provided to any statements contained in this report.**

**College of Education & Human Development**

**Department Chair Evaluation Report**

**I. Identifying Information**

Candidate: \_\_\_\_\_ Current Rank: \_\_\_\_\_

Department \_\_\_\_\_ Academic Year/Evaluation \_\_\_\_\_

Purpose of Evaluation (check all that apply):

Tenure \_\_\_\_ Promotion \_\_\_\_ Annual Review \_\_\_\_ (Year \_\_\_\_ ) Post Tenure \_\_\_\_

Candidate's position description for current academic year:

Teaching \_\_\_\_\_%    Research \_\_\_\_\_%    Service \_\_\_\_\_%    Other \_\_\_\_\_%

List any special assignments:

Because different chairs and their departments use different procedures to conduct their evaluation, give a brief description of the process used to conduct this evaluation (or, if easier, attach a copy of pertinent documents, e.g., minutes of meetings, policy statements). Also, note if procedures varied from the usual departmental evaluation process.

## **II. Summary of Evaluation of Teaching, Research and Writing, and Service**

Summaries in the areas of Teaching, Research and Writing, and Service should address quality, as well as quantity.

Summary of review of **Teaching** (and student advisement if applicable), including sources of information used for the evaluation:

\_\_\_\_\_ Excellent      \_\_\_\_\_ Adequate      \_\_\_\_\_ Unsatisfactory

Summary of review of **Research and Writing** activity:

     Excellent           Adequate           Unsatisfactory

---

Summary of review of **Professional/University/Community Service**:

     Excellent           Adequate           Unsatisfactory

---

Summary of review of **Administrative or Other Areas** if applicable, (e.g. program coordinator):

     Excellent           Adequate           Unsatisfactory

---

### **III. Recommendation for the Improvement of Teaching, Research and Writing, and Service**

Recommendations for improvement in the areas of Teaching, Research and Writing, and Service evaluated as unsatisfactory or adequate (optional) should address quality, as well as quantity.

Recommendation for the improvement of **Teaching** (and student advisement if applicable):

Recommendation for the improvement of **Research and Writing** activity:

Recommendation for the improvement of **Professional/University/Community Service**:

#### **IV. Chair's Recommendation**

Recommendation of the chair (including roll call votes on reappointment, promotion, and tenure decisions):

Any statements of dissent or responses to the recommendation of the chair (list and attach the statements):

Department Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_ Date \_\_\_\_\_

**The evaluatee's signature does not necessarily imply agreement with the contents of this report, only that it is recorded with the full knowledge of the faculty member being evaluated. A written response may be provided to any statements contained in this report.**