

## SECTION 5 FACULTY EVALUATION

### 5.1 FACULTY EVALUATION PROCEDURE SUMMARY

#### **Governing Policies:**

Section 7, Faculty Handbook – Performance and Evaluation

#### **Procedure:**

As defined in the Faculty Handbook, annual performance evaluation is required for all tenured and tenure track faculty, all teaching faculty, all library faculty, and all research faculty holding a named rank. Annual evaluation of the faculty is undertaken in order to:

- 1) Encourage professional development, enhancement, and/or renewal;
- 2) Encourage individual excellence and achievement within a framework of shared and accepted standards of equitable professional judgment;
- 3) Encourage participation in activities that are essential to the missions and goals of the university and its departments and divisions;
- 4) Recognize individuals for providing satisfactory or exemplary performance, or to give appropriate counsel to those individuals whose performance is unsatisfactory through a motivational, rather than demoralizing process;
- 5) Document performance: (a) for use in academic planning, programmatic review, and other internal activities, (b) for consideration, along with other pertinent information, in personnel decisions regarding salary, retention, promotion, and/or tenure, and (c) for use in preparing university documents for external reports.
- 6) Set individual faculty goals.

All faculty members defined above must complete Faculty Evaluation and Narrative form annually. The schedule for completing the Faculty Evaluation and Narrative form is provided by Academic Affairs, as part of the Academic Affairs calendar. Typically, the completion date by which faculty must submit the form to their Department Heads is sometime during the early portion of the Spring semester.

The Faculty Evaluation and Narrative form is available online on the [Academic Affairs website](#). Note, that Departments, working with Colleges and individual faculty will provide and verify institutional data (e.g., courses taught, enrollment, students advised, students graduated, research funding) for each faculty member from which the narrative is to be constructed.

The evaluation template that the Department Head/Division Director may use can be found online on the [Academic Affairs website](#). After completion of all departmental evaluations, Department Heads/Division Directors submit all Faculty Evaluation and Narrative forms with their evaluations to their respective Vice Provost/Dean. Both the faculty data report and the evaluation form should be submitted with original signatures. Vice Provost/Deans shall advise the Provost of any faculty who receives overall evaluations of “needs improvement” or “unsatisfactory.”

#### **Last Revision:**

March 3, 2015

## 5.2 SUGGESTED CRITERIA TO BE CONSIDERED FOR FACULTY EVALUATION

### *Teaching*

- Mastery of fundamentals in discipline
- Contribution to undergraduate education (teaching and advising)
- Contribution to graduate education (teaching and advising)
- Effectiveness of relationship with students
- Contribution to department/division educational goals
- Contribution to other educational programs
- Contribution to curriculum development

### *Scholarship*

- Breadth of research
- Mastery of current research methods
- Creativity and quality of research
- Effectiveness of graduate student research training
- Contribution to basic and/or applied research
- Quality of publications
- Quantity of publications
- Efforts to obtain grant and contract support for research
- Success in obtaining grant and contract support
- Success in obtaining support for graduate students

### *University and Public Service*

- Contribution to department/division affairs
- Mentoring of tenure-track faculty, postdoctoral faculty and graduate students
- Contribution to university affairs
- Contribution to professional societies
- Activities with government and/or industry
- Contribution to public service

### *Other Work-Related Skills and Activities*

- Motivation
- Imagination and creativity
- Scientific/engineering maturity and self-reliance
- Responsibility and reliability
- Ability to make sound professional judgments
- Ability to express himself/herself orally and in writing
- Rapport with others
- Leadership

### **Last Revision:**

August 7, 2014

### **5.3 DEPARTMENT HEAD EVALUATION PROCEDURE SUMMARY**

The Department Head prepares a Department Head Faculty Data Report and submits same with supporting materials to his/her college Dean by the deadline posted on the Academic Affairs calendar. Typically, these are due by the third Friday in February.

The Department Head Faculty Data Report Narrative template is available online on the [Academic Affairs website](#). Prior to the end of the academic year the College Dean reviews the material submitted and evaluates the annual performance of each Department Head in his/her college.

The evaluation template that the Dean uses can be found online on the [Academic Affairs website](#). The Dean schedules a meeting with each Department Head to discuss his/her evaluation of the Department Head's annual performance. College Deans shall advise the Provost of any Department Head who receives overall evaluations of "needs improvement" or "unsatisfactory."

#### **Last Revision:**

March 3, 2015

## 5.4 DEPARTMENT HEAD RESPONSIBILITIES AND BASIS FOR EVALUATION

### Overarching Responsibilities and Expectations

The Department Head or Division Director (DH) provides vision, leadership, and overall management for his or her unit. The DH reports directly to the College Dean and works closely with the Dean and Provost to establish and achieve departmental goals that are aligned with and contribute to overall university goals, metrics, priorities, and mission. The DH is expected to maintain a climate that is supportive of excellence, creativity, innovation, and success among the unit's faculty, students, and staff, promotes collaboration with other university leadership, and is receptive to external input on the evolution and assessment of the units programs, support, and creative/research activities.

#### Vision:

- Lead the development and implementation of a strategic vision for the unit that is aligned with university goals and aspirations, and leverages synergistic activities across and outside of the university, leading to the creation of distinctive programs managed and supported by the unit
- Effectively communicate both unit-level and university-level visions, goals, and aspirations to internal and external audiences

#### Leadership:

- Create and foster an intellectual environment consistent with the Faculty Senate statement of values
- Create and foster a supportive educational environment for all students served by the unit
- Encourage, develop, and support strategies to achieve student success
- Encourage, develop, and support strategies to achieve both research and teaching excellence
- Engender a culture of excellence, co-operation, diversity, and respect both within and outside of the department
- Promote and positively represent the department and university both internally and externally
- Promote high ethical values and transparency in decision making
- Recruit, select, mentor, and evaluate faculty and staff who will advance both departmental and institutional priorities and initiatives

#### Management:

- Ensure that faculty and staff are managed and evaluated fairly, effectively, and efficiently, and in a way that is consistent with university requirements and expectations
- Oversee assignment of teaching and other duties for all faculty and staff in a way that is consistent with university requirements and expectations, and consistent with the concept that the appropriate mix of teaching, research or creative work, scholarship, and service that may differ from person to person, and from time to time in the career of an individual
- Manage overall budget and unit administration in strict accordance with dollar and FTE allocations and in accord with university rules and procedures
- Ensure that students and sponsors supported by the unit are served ethically and effectively, while meeting the expected educational or scholarship outcomes

#### University Participation:

- Engages unit faculty in university and college initiatives such as:
- interdisciplinary research, and collaborative cross-institutional activities
- interdisciplinary degree programs, joint appointments etc.
- Engages in university budgetary discussions and strategic decision making
- Engages unit faculty in university recruiting activities
- Represents and advocates for unit in university context
- Represents and advocates for university administration with unit faculty and staff

## **Basis For Evaluation of Department Head Duties**

- Caliber and quality of faculty and staff hires
- Faculty development and mentorship (promotion and tenure success, faculty scholarship activities, awards won by faculty, etc.)
- Student success metrics (e.g., student completion rates, time-to-degree indicators, student publication activities, improvement of overall student outcomes, etc.)
- Student and employer satisfaction with academic programs and services (e.g., student surveys, employer surveys, advisory groups)
- Program resource stewardship (e.g., SCH/faculty, \$'s/research space, etc.)
- Engagement in university initiatives and activities (e.g., unit participation in interdepartmental committees and working groups, unit participation in cross departmental research and educational activities,
- Value of contributions to meeting programmatic and university goals and objectives
- Effectiveness of departmental management (e.g., budget, scheduling, evaluations, etc.)

### **Last Revision:**

January 16, 2018

## 5.5 COURSE EVALUATIONS

Online student evaluations of faculty effectiveness in teaching are conducted each semester, including the summer terms. Course evaluations are mandatory for all courses with enrollment of five students or more. Only “instructors of record”, those who are formally defined as having responsibility for course delivery are evaluated as part of the course evaluation process. For courses that are team taught, all “instructors of record” are evaluated separately.

Formal course evaluations are conducted during the last week of each semester. The Office of Academic affairs will send notifications to instructors and students that evaluations can now be completed. Evaluations are made available via email links or through Blackboard.

To ensure high response rates, Faculty are asked to:

- Although students can use their computers, tablets, or mobile devices to complete the survey by clicking an appropriate link, to ensure high submission rates it is recommended that faculty allow 10 minutes during class time for completion of the evaluations. Academic Affairs will provide the links for each course to students in a separate email. A module with links to evaluations is also available on the MyMines Tab in Blackboard.
- If classroom time is provided, the instructor should leave the room while the students complete the evaluation.

Evaluation results are available to Faculty and Academic Departments two days after semester grades are posted by the registrar.

In addition to the formal, end-of-semester evaluations, faculty are encouraged to use the Blackboard evaluation system for early and mid-semester feedback. Any evaluation feedback obtained outside of the formal, end-of-semester evaluation, is to be used by the faculty member only, so that he/she may engage in ongoing course improvement efforts.

### **Last Revision:**

March 9, 2015

## **5.6 PROFESSIONAL GROWTH PLANS FOR TENURE-TRACK AND TEACHING FACULTY**

### **Governing Policies:**

Section 7.2.1, Faculty Handbook – Professional Growth Plans for Newly Appointed Faculty  
Section 8.1.4, Faculty Handbook – Preliminary Tenure Review

### **Procedure:**

All tenure-track and teaching faculty are required to prepare a Professional Growth Plan (PGP) during the first semester of employment at Mines. The plan should be developed in consultation with the faculty member's Department Head, and at minimum cover the period of the probationary appointment up to the Preliminary Tenure Review (PTR). PGPs are reviewed as part of *any* faculty evaluation, including the PTR. As such, the PGP constitutes an early step in the promotion and tenure process.

Professional Growth Plans need not be voluminous. They should, however, be broadly modeled to parallel the content and section format of the Faculty Data Report Narrative (FDRN). That is, the PGP should include major sections titled Teaching, Scholarship and Service. The content addressed in each of these sections should relate to the subcategories defined in each section, such that it is clear that by successfully implementing the PGP will naturally lead to strong performance evaluations as measured by the FDRN and ultimately a strong indication of successful tenure application as provided by the PTR process.

The PGP should be transmitted to the Department Head by the deadline provided by the Academic Affairs calendar. The Department Head shall review the plan, and if necessary meet with the faculty member to discuss and modify the proposed plan. Once approved by the Department Head, the plan shall be transmitted to the appropriate College Dean. Upon review by the Dean, the PGP shall be forwarded to AA and filed in the individual's personnel file.

### **Last Revision:**

December 18, 2018