

### PROCEDURES FOR EVALUATING FACULTY FOR TENURE

Each probationary faculty member is required to maintain throughout the probationary period an on-going dossier of information pertinent to his/her activities in the areas of teaching, scholarship and service, as described in the Faculty Handbook (see § 3.4.1-3.4.2). This dossier shall minimally contain the following items for review by the department chair:

- Copies of course syllabi
- A copy of the faculty members teaching and office hours
- Course evaluations by students
- An up-to-date copy of the faculty members *curriculum vitae*

Qualifications for Tenure, Evaluations of Qualifications for Tenure and the Tenure Process are Described in the Faculty Handbook (see § 3.5.3-3.5.5). Each Candidate for tenure is required to maintain throughout the probationary period described above in the areas of scholarship, teaching, and service. This dossier should be available to faculty who will be eligible to vote on tenure cases upon their request. It is expected that the Chair (or his/her designate) will review this dossier annually and will discuss it informally with the probationary faculty member in order to inform the latter of the Faculty's perception of her/his success in meeting the Department's performance expectations for the awarding of tenure.

As decisions for tenure (and promotion) are based on the areas of Teaching, Service and Scholarship, the Department of Engineering-Physics-Systems has outlined the ways that it will evaluate candidates in these areas:

Evaluation Standards for Teaching may include, but are not limited to:

- Lecture Evaluations
- Laboratory Evaluations

Evaluation Standards for Service may include, but are not limited to:

- Service to the College;
- Service to an academic department;
- Service to an academic discipline;
- Service to the community.

Evaluation Standards for Scholarship may include, but are not limited to:

- Copies of grant proposals, including those submitted and funded and those submitted and pending
- A list of talks given by students (under the faculty members direction) at national or regional meetings
- Titles and papers presented at regional and national physics conferences.
- List of national conferences attended
- Copies of book reviews
- Description of duties involved in an office held in a regional or national organization
- Peer-reviewed journal articles
- Reviewer of peer-reviewed journal articles

### **Schedule of Evaluation for Probationary faculty in the Department of Engineering-Physics-Systems**

1. No formal evaluation will take place in the first semester of a faculty members appointment at the College. In lieu of formal evaluation, during the first term, new faculty should consult with tenured members of the department about pedagogy, evaluation standards, and advising responsibilities. To permit new faculty adequate time to develop their courses and a research

agenda, the College does not encourage first year faculty to assume positions on standing committees of the College, to teach course overloads, or to engage in outside work. The Chair and other senior faculty designated by the Chair will visit the classroom of the faculty member during the first semester of the second year, the third year, fourth year and fifth year (years adjusted for awarded years of service). Additional visits are allowed but not required. After each visit, the evaluating department members shall submit to the probationary faculty member their evaluation in writing. The evaluation should include such topics as organization and content, rapport with the students, delivery, and accomplishment of learning objectives. Once the faculty member has had an opportunity to read the evaluation, he/she should meet with the evaluating department member to discuss the evaluation in greater depth. After this meeting, the written evaluation should be signed by both the evaluators and the probationary faculty member and placed in the faculty members department file. Because the faculty member is expected to be responsible for a variety of courses at different levels, the evaluators should make an effort to visit different classes for their evaluations.

2. Where applicable, the faculty member should be evaluated in their teaching of a laboratory course or section. The evaluator may be the Chair or another senior member of the department designated by the Chair. Evaluations should be carried out during the second, third, and fifth year. When teaching assignments make this timeline impossible to follow, the Chair should make every effort to visit at least two of the faculty members lab sections, with one of these visits taking place during the fourth or fifth year of the probationary period.
3. The department chair (or his/her designate) will provide the probationary faculty member with feedback on the dossier annually. This evaluation is designed to nurture faculty development and growth and will highlight both areas of strength and opportunities for improvement.
4. The applicant will give a presentation on his/her research during the third year, and a presentation of his/her research during the fifth year. A thorough review of the probationary faculty members record of teaching, scholarship, and service will be conducted during the third and fifth years by the chair in consultation with the tenured members of the department in the fall of the candidates third and fifth contract year. The department chair, following a meeting of the tenured members of the department, should determine whether or not to recommend to the vice president for academic affairs that the candidates contract should be renewed. In its third year review, departmental faculty will follow the criteria for tenure outlined below in making its recommendation, yes or no, to recommend the award of a contract for the next academic year. The candidate will be informed of the decision and departmental rationale by November 15. If the department recommends the non-reappointment of a probationary faculty member because of deficiencies in teaching, scholarship, or service, the vice president for academic affairs, following consultation with the Committee on Academic Rank and Tenure [CART], will inform the probationary faculty member by December 15.
5. For those faculty who were awarded a full three years of credit toward tenure at the time of initial appointment, the review described in step 5 will take place in their second contract year at Providence College. Prior to the review, the probationary faculty member will make a presentation, based on research or creative activity, to the departmental faculty.

#### **Making a Case for Tenure to the Department and CART**

The Candidate has the opportunity to submit materials he/she believes to be helpful to the tenure decision by September 21 of the academic year in which a tenure decision is made. The Candidates statement should be accompanied by a supporting dossier addressing all of the criteria relevant to tenure (scholarship, teaching, and service). The Office of the Vice President for Academic Affairs provides advice on assembling the dossier, "Guidelines for Tenure Candidates," which includes a statement that scholarship support letters are required for tenure. The Candidate should provide at least one copy of the complete dossier to the department for review by the tenured faculty and eleven copies to the Office of Vice President for Academic Affairs for distribution to the members of CART.

Although the Candidate may consult with the Chair and other members of the department in compiling the dossier, he/she is fully responsible for developing, maintaining, and submitting these materials on time.

Upon receiving the application and dossier and in a timely manner, the Chair will inform the Faculty of the Candidates intention and will make the dossier available to the Faculty. The Chair will also consult with the Faculty to set a date prior to October 15 for a meeting at which the Faculty will be able to discuss their evaluations of the Candidate and her/his dossier prior to executing a secret ballot on the elements relevant to the Candidates tenure. An official record of this meeting shall minimally include a list of those Faculty present and the vote of the faculty. The Chair will, in a timely manner, inform the Candidate of the date of the meeting and the outcome of the vote.

1 <sup>st</sup> year	Chair Visit and Evaluation during 2 <sup>nd</sup> semester
2 <sup>nd</sup> year	Evaluation by Chair and possibly department member(s)
3 <sup>rd</sup> year	Presentation of Research Thorough review of candidates teaching, scholarship and service Department vote, yes or no
4 <sup>th</sup> year	Chair Evaluation
5 <sup>th</sup> year	Presentation of Research Thorough review of Candidates teaching, scholarship and service

**Decisions Not to Reappoint During the Probationary Period:** See Handbook section 3.5.2

Prior to June 1, the VPAA shall inform in writing probationary faculty members who are in their sixth year or who are otherwise eligible for tenure consideration to the Department Chair.

The faculty member shall submit materials which he/she believes may be helpful to the tenure consideration by September 21 to the department chair and to CART through the VPAA.

Between September 21 and October 15, the tenure evaluations by the chair and the tenured members of the department shall be completed using the evaluation scheme outlined in Appendix E in the Faculty Handbook.

The faculty member shall have the option of appearing before CART to comment in support of his/her tenure consideration after October 15, and before the end of the fall semester.

CART recommends to the president the denial of tenure if a candidate fails to meet any of the minimum standards of achievement in Teaching, Scholarship and Service.

If the president decides to award tenure, the president sends a letter of intention stating that the College intends to offer the faculty member a contract for the subsequent year, when completed, would result in the faculty member being tenured.

Appendix (Guidelines from VPAA Revised 11/20/06)

**Guidelines for Tenure Candidates** The following are advisory guidelines recommended by the Committee on Academic Rank and Tenure in the development of a candidates dossier for tenure review.

- 1) With the exception of off-prints and internal and external letters submitted as part of the dossier, the dossier should be presented in 12-point type.
- 2) The dossier should include a *curriculum vitae*, followed by a personal statement of one two pages in which the candidate writes about his/her experience and achievements in teaching, scholarship or creative activity, and service, including academic advising.
- 3) The dossier should be divided into three parts: teaching, scholarship, and service. Each section of the dossier should be prefaced by an introductory statement of no more than two pages in which the candidate, for example, writes about his/her teaching philosophy, discusses projected scholarly and creative directions, and assesses the value of department, college, and community service to the candidate's professional development.
- 4) In the dossiers section on teaching, the candidate should include the following for no more than five courses offered over the preceding three years: syllabi, statistical summaries of teaching evaluations (not selected student comments), and, if available, peer evaluations. The courses selected for inclusion in the dossier should be representative of the teaching assignments the faculty member has had in the preceding three years and should, where possible, include courses at lower-division and upper-division levels. To supplement the statistical summaries of teaching evaluations, complete sets of evaluations, including student commentary, may be forwarded for the Committees evaluation to the VPAA's Office; they need not be duplicated for inclusion in the dossier itself.
- 5) In the candidates introductory statement on scholarship and creative activity, in addition to assessing past and current achievements and indicating future directions, the candidate should provide information about publications submitted: the professional reputation of the journals in which articles have appeared, the candidate's particular contributions to multi-authored articles and an explanation of the sequencing of authors' names, and, if possible, the acceptance rates for the journals in which the candidate's work has been published. Offprints of all articles should be included in the dossier; books or lengthy research publications should be submitted for examination in the VPAA's Office and should not be included in the dossier itself. For creative activity, the candidate should submit, as appropriate, slides, audiotapes, and videotapes and should provide information about juried reviews, exhibits, performances, etc., indicating the significance of the activity in the recognition of his/her reputation and professional development.
- 6) The section on service should include whatever documentation is appropriate that identifies the particular service that the faculty member has rendered, but documentation included in the dossier should be restricted to the probationary period at Providence College. If the candidate wishes to document service prior to appointment at the College, that documentation should be provided separately in the VPAA's Office. The candidate's introductory statement on service should make clear which service

obligations were particularly important in the candidate's professional development. If the candidate chooses to secure evaluations from former students, these should be alumni/ae, and the candidate should secure letters from no more than five individuals who can speak about his/her effectiveness in teaching and advising. Under no circumstances should students in the candidate's current courses be asked to write letters of support on the candidate's behalf. Alumni/ae letters should be directed to the department chair.

- 7) The candidate **must secure** external reviews from professional colleagues, but no more than four such reviews. They should be directed, not to the candidate, but to the candidate's department chair. Such letters should deal specifically with the significance of the candidate's research or creative work and his/her reputation in the professional field.
- 8) In the presentation of the dossier, the candidate should not use plastic sleeves for the various pages of the dossier; the Committee should be able to make notations on the pages of the dossier.

November 13, 2008 (Department approved)  
Department of Engineering-Physics-Systems

### PROCEDURES FOR EVALUATING FACULTY FOR PROMOTION

Prior to September 1 of each academic year, the vice president for academic affairs reviews the status of all faculty members and determines which faculty members are eligible for promotion in rank. Faculty members who have served three full years as an assistant professor and faculty members who have served four full years as an associate professor are informed of their eligibility for consideration of promotion in rank to take effect in the ensuing academic year in compliance with the provisions of the Faculty Handbook (see § 3.4.5). Faculty are only notified once of their eligibility for promotion to a given rank. Faculty who wish to be considered for promotion in rank shall present their request and all materials relevant to their promotion to their respective department chair by December 15. The Office of the Vice President for Academic Affairs provides advice on assembling the dossier ("Guidelines for Promotion Candidates.") Prior to February 1, the promotion evaluations by the chair and eligible members of the department shall be completed utilizing the evaluation scheme outlined in Appendix E of the Faculty Handbook and forwarded to the vice president for academic affairs.

The Faculty Handbook specifies the qualifications for promotion (§ 3.4.2). It is the responsibility of eligible voters in the department to evaluate the faculty member's achievements in teaching, scholarship, and service.

Similar to Procedures for Evaluating Faculty for Tenure, the College assumes the following expectations for Teaching, Scholarship and Service:

#### Teaching

The Department values excellent teaching: good teaching practice

- (a) encourages contact between students and faculty,
- (b) develops reciprocity and cooperation among students,
- (c) gives prompt feedback,
- (d) emphasizes time on task,
- (e) communicates high expectations,
- (f) respects diverse talents and ways of learning.

In addition, note that good teaching requires

- (a) renewal and currency of material,
- (b) modeling of enthusiasm for the subject matter, and
- (c) patience and tolerance.

Excellence in teaching implies student learning.

In the dossier, the Candidate will provide any forms of information that he/she believes to reflect on his/her teaching effectiveness. These materials may include but are not limited to

- (a) syllabi,
- (b) assignments and exercises,
- (c) descriptions of teaching methods actually used,
- (d) indications of course changes made to up-date materials,
- (e) evaluations from faculty or students or self-evaluations( it is expected that peer evaluations, student evaluations, and self evaluations that are submitted to the Chair will be no more than two years old), and
- (f) evidence of student involvement in research.

The Candidate will be evaluated by tenured members of the faculty, on a regular basis. A written evaluation of the Candidate's teaching performance is shared with the candidate and becomes part of the dossier. In addition, the Candidate is expected to accept class visitation by other members of the Faculty. Such visitation will be preceded by an agreement on performance dimensions and material as described above. If an agreement about performance dimensions cannot be reached, the classroom

evaluation may still take place at the visiting Faculty member's discretion. The evaluation report must include a statement noting that agreement had not been reached.

It is the responsibility of each Candidate and his/her department to conduct student evaluations on a semester-by-semester basis. The results of this evaluation will be tabulated by the department chair or his/her designee, included in the Candidate's teaching dossier, and provided to the Candidate.

The Faculty having reviewed and discussed the material in the dossier and other information available on the Candidate's teaching, the Chair will take a secret ballot in accord with procedures described in the Faculty Handbook on the question: Does the Candidate's teaching record justify the award of tenure/promotion in rank?

### Scholarship

The Department values ongoing, active scholarship in one's primary discipline and related fields as an integral and important part of a faculty member's role at Providence College. It is scholarship activity which nurtures teaching and service to the College. Scholarship consists of presentation of empirical research, theoretical positions. These forms include books, chapters in books, edited works, articles, essays, workshops, poster sessions, papers, commentaries or discussions, and online publications. In addition to the above criteria, the Department does expect ongoing and continued scholarly development. The following sorts of scholarly work are appropriate for submission and evaluation:

- articles in scholarly journals (refereed or otherwise),
- scholarly books,
- convention papers and posters (with evidence of level of peer review),
- textbooks,
- edited books,
- chapters,
- book reviews,
- participation and/or organization of convention panels or discussions,
- chairing convention sessions,
- magazine articles,
- journal reviewer,
- book reviewer, and
- other material that the candidate wishes to offer as evidence of scholarship.

Other activities, when they can be shown to contribute to the knowledge base in the discipline, may be included in the scholarship dossier. Additionally, Candidates may present data indicating the importance of their work in the discipline; these data can include the nature of the peer review process, acceptance rates, and citation indices.

Members of the department who are eligible to vote on the faculty member's promotion will critically examine the materials submitted to them to ensure that they demonstrate the scholarship of the faculty member and that their level of achievement for rank is commensurate with that outlined in the Faculty Handbook. The Department faculty will discuss their evaluation of this work at the meeting set by the Chair. In general, the greatest weight will be given to material published (or accepted for publication) which is subjected to peer review. The primary focus will be to determine the quality, recognition, and quantity of the work submitted. On the topic of quantity, the faculty will not set an arbitrary standard but will evaluate the work in the context of quality and recognition. Critical in this evaluation, however, will be that scholarship is active and continuing with an appropriate level of productivity being documented.

### Service

The Department recognizes service to the department, the college, the discipline, and the community as relevant to the Candidate's tenure considerations. Department service may include but is not limited to

- (a) service on departmental committees,

- (b) service as department chair,
  - (c) support of departmental scholarly and social functions,
  - (d) service as a mentor of junior faculty, (e) participation in events such as Family Day and the Major/Minor Fair,
  - (f) facilitating the department's mission (as in supervising the departmental newsletter, advising departmental organizations, and serving as departmental secretary, etc.).
- College service may include but is not limited to
- (a) representation on college committees,
  - (b) Faculty Senate involvement,
  - (c) directing an academic or administrative program (in some cases, *e.g.*, CTE service, might also represent scholarship in the form of professional development),
  - (d) Undeclared Advising Program,
  - (e) participation in college sponsored events.
- Service to the discipline may include but is not limited to
- (a) office holding or committee activity in regional or national professional associations,
  - (b) departmental liaison to a professional organization.
- Service to the community may include but is not limited to
- (a) charitable work,
  - (b) speaking to community groups,
  - (c) advising civic organizations and government groups, and
  - (d) other activities in which the Candidate's knowledge or skills are shared with community groups.

The materials submitted by the faculty member will be critically examined by the members of the department eligible to vote on the promotion to ensure that the faculty member has sustained evidence of service to the College and community. After the Faculty have reviewed and discussed the Candidate's service record as presented in the dossier, the Chair will take a secret ballot in accord with procedures described in the Faculty Handbook on the question: Does the Candidate's record of teaching, scholarship and service justify the award of tenure/promotion in rank for each of the three areas?

After these procedures have been followed, the chair will count the ballots on all three questions, informing the Faculty of the result. The chair will then report the result of this final vote to the Candidate and to the Vice President for Academic Affairs, including his/her own recommendation, and at the same time will present his or her recommendation to the Candidate.

### **EVALUATION OF TERM FACULTY**

Special Lecturers (part-time) and Adjunct faculty (full-time) should be evaluated in each semester of their first two years of appointment at Providence College; thereafter, they should be evaluated once each year, unless they are assigned to a course not previously part of their workload at Providence College. Special Lecturers and Adjunct faculty are always to be evaluated in the first semester in which they teach a course that they have not previously taught at Providence College.



## **Guidelines for Promotion Candidates**

The following are advisory guidelines recommended by the Committee on Academic Rank and Tenure in the development of a candidate's dossier for promotion review.

- 1) With the exception of off-prints and internal and external letters submitted as part of the dossier, the dossier should be presented in 12-point type.
- 2) The dossier should include a *curriculum vitae*, followed by a personal statement of one-two pages in which the candidate writes about his/her experience and achievements in teaching, scholarship or creative activity, and service, including academic advising.
- 3) The dossier should be divided into three parts: teaching, scholarship, and service. Each section of the dossier should be prefaced by an introductory statement of no more than two pages in which the candidate, for example, writes about his/her teaching philosophy, discusses projected scholarly and creative directions, and assesses the value of department, college, and community service to the candidate's professional development.
- 4) In the dossier's section on teaching, the candidate should include the following for no more than five courses offered over the preceding three years: syllabi, statistical summaries of teaching evaluations (not selected student comments), and, if available, peer evaluations. The courses selected for inclusion in the dossier should be representative of the teaching assignments the faculty member has had in the preceding three years and should, where possible, include courses at lower-division and upper-division levels. To supplement the statistical summaries of teaching evaluations, complete sets of evaluations, including student commentary, may be forwarded for the Committee's evaluation to the VPAA's Office; they need not be duplicated for inclusion in the dossier itself.
- 5) In the candidate's introductory statement on scholarship and creative activity, in addition to assessing achievements since promotion to the rank of associate professor or appointment as assistant professor, the candidate should provide information about publications submitted: the professional reputation of the journals in which articles have appeared, the candidate's particular contributions to multi-authored articles and an explanation of the sequencing of authors' names, and, if possible, the acceptance rates for the journals in which the candidate's work has been published. Offprints of all articles should be included in the dossier; books or lengthy research publications should be submitted for examination in the VPAA's Office and should not be included in the dossier itself. For creative activity, the candidate should submit, as appropriate, slides, audiotapes, and videotapes and should provide information about juried reviews, exhibits, performances, etc., indicating the significance of the activity in the recognition of his/her reputation and professional development.
- 6) The section on service should include whatever documentation is appropriate that identifies the particular service that the faculty member has rendered, but documentation included in the dossier should be restricted to the period at Providence College since promotion to the rank of associate professor or appointment as an assistant professor. The candidate's introductory statement on service should make clear which service obligations were particularly important in the candidate's professional development.

7) If the candidate chooses to secure evaluations from former students, these should be alumni/ae, and the candidate should secure letters from no more than five individuals who can speak about his/her effectiveness in teaching and advising. Under no circumstances should students in the candidate's current courses be asked to write letters of support on the candidate's behalf. Alumni/ae letters should be directed to the department chair.

8) Candidates for promotion must secure external reviews from professional colleagues, but no more than four such reviews. They should be directed, not to the candidate, but to the candidate's department chair. Such letters should deal specifically with the significance of the candidate's research or creative work and his/her reputation in the professional field.

9) In the presentation of the dossier, the candidate should not use plastic sleeves for the various pages of the dossier; the Committee should be able to make notations on the pages of the dossier.