



Approved by CART - May 13, 2009 (6/30/08)

## Secondary Education Program Guidelines for Evaluating Faculty

### NEW FACULTY APPOINTMENTS

In its appointment of tenure-track [Ordinary] faculty, Providence College is committed to the maintenance of the highest standards in instruction, scholarship, and service to the College and its professional and social communities. Mindful of its tradition, the College, in all of its searches for full-time faculty, seeks men and women qualified in their academic disciplines, normally holding the terminal degree, who have demonstrated excellence, or who have the potential for excellence, in teaching and scholarship, and who can affirm and contribute to its Mission as a Catholic and Dominican institution.

Faculty Searches and appointments are governed by the **Faculty Handbook** (Appendix A), and guided by the "Policies and Procedural Guidelines for Faculty Searches" available from the Office of the Vice President for Academic Affairs.

### ANNUAL REVIEW OF PROBATIONARY SECONDARY EDUCATION FACULTY

Each secondary education 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 scholarship, teaching, 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 program director (or his/her designate):

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

On an annual basis, the program director (or his/her designate) will provide the probationary faculty member with feedback on the dossier. This evaluation is designed to nurture faculty development and growth and will highlight both areas of strength and opportunities for improvement. No formal evaluation will take place in the first semester of a faculty member's appointment at the College. In lieu of formal evaluation, during the first term, new faculty should consult with the program director and/or other tenured members of the program 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. Beginning in the second semester of the probationary faculty member's first academic year, and on a yearly basis thereafter, the program director will arrange for tenured faculty members (or a designated committee thereof) to evaluate the teaching performance of the probationary faculty member. Written evaluations of classroom visits will be shared with the probationary faculty member and will become part of the dossier.

### THIRD YEAR PRE-TENURE REVIEW FOR SECONDARY EDUCATION FACULTY

A thorough review of the probationary faculty member's ('the Candidate') record of teaching, scholarship, and service will be conducted by the program director, in consultation with the tenured members of the program, in the fall of the candidate's third contract year. Prior to the review, the probationary faculty member will make a presentation, based on research or creative activity, to the departmental faculty. The program director, 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 candidate's contract should be renewed. In its pre-tenure review, program 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 program recommends the

---

<sup>1</sup> To preserve that character and further its Mission, the College appoints to the Ordinary faculty, without national searches, Dominican Friars qualified in their academic disciplines.



## DEPARTMENTAL GUIDELINES FOR EVALUATING FACULTY

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.

### PROCEDURES FOR EVALUATING PROBATIONARY SECONDARY EDUCATION PROGRAM FACULTY FOR TENURE

Each Candidate for tenure is required to maintain throughout the probationary period an on-going dossier of information pertinent to his/her activities in the areas of scholarship, teaching, and service as described below. This dossier should be available to faculty who will be eligible to vote on tenure cases upon their request. It is expected that the program director (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 program's performance expectations for the awarding of tenure.

Consistent with procedures required in the **Faculty Handbook**, 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 Candidate's 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.") The Candidate should provide at least one copy of the complete dossier to the program director for review by the tenured members of the secondary education 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 program director and other members of the program in compiling the dossier, the candidate is fully responsible for developing, maintaining, and submitting these materials on time.

Upon receiving the application and dossier and in a timely manner, the program director will inform the secondary education faculty of the Candidate's intention and will make the dossier available to them. The program director will also consult with the faculty to set a date where all voting members are available to meet prior to October 15, and discuss their evaluations of the Candidate and his/her dossier prior to executing a secret ballot on the elements relevant to the Candidate's tenure. An official record of this meeting shall minimally include a list of the faculty members present and the vote of the faculty. The program director will, in a timely manner, inform the Candidate of the date of the meeting and the outcome of the vote.

### PROCEDURES FOR EVALUATING SECONDARY EDUCATION PROGRAM 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 § 3.4.1). Faculty are only notified once of their eligibility for promotion to a given rank. Secondary education faculty who wish to be considered for promotion in rank shall present their request and all materials relevant to their promotion to the program director 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 program director and eligible members of the program shall be completed utilizing the evaluation scheme outlined in Appendix E of the **Faculty Handbook** and forwarded to the vice president for academic affairs.

### CRITERIA FOR EVALUATING REQUESTS FOR TENURE AND PROMOTION IN THE SECONDARY EDUCATION PROGRAM



*It should be recognized that teaching and the scholarship of teaching/application are the sine qua non of all education faculty. Responsibilities in these areas not only involve program and College work, but of equal importance are district, state, regional and national contributions in educationally related areas. For example, collaborating with school teams on school reform/improvement issues is a critical component of education faculty members= scholarly activities and should be considered as such. These endeavors inform our teaching as much as what is traditionally considered Ascholarship/research@. Therefore, these endeavors should be given important consideration in tenure and promotion decisions.*

The Faculty Handbook specifies the qualifications for tenure (§ 3.4.2) and promotion (§ 3.5.3). It is the responsibility of eligible voters in the program to evaluate the faculty member's achievements in teaching, scholarship, and service. The College assumes the following expectations:

### Scholarship

The College 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, or reviews of these in a variety of forms and media. These forms include books, chapters in books, edited works, articles, essays, workshops, poster sessions, papers, commentaries or discussions, and online publications. Media include scholarly journals, convention programs, commercially published books, monographs, and magazines. The secondary education program does expect ongoing and continued scholarly development from all of the members of the program.

The following sorts of scholarly work are appropriate for submission and evaluation by a Candidate seeking tenure and/or promotion: articles in scholarly journals (refereed or otherwise), scholarly books, convention papers and posters (with evidence of level of peer review), textbooks and workbooks, invited state and/or national training manuals, critical analysis including interpretation and integration of existing knowledge relative to teaching as a pedagogy, critical analysis and/or creative application of innovative teaching approaches and techniques, activities conducted to assist a governmental, legislative or non-profit agency improve its education-related services; development of instruments, processes, tests, and programs related to pedagogy; recognition by colleagues in the discipline such as awards, citations, letters of testimony; edited books and/or chapters, book reviews, participation and/or organization of convention panels or discussions, chairing convention sessions, magazine articles, journal reviewer, and other material that the candidate wishes to offer as evidence of scholarship. Clinical, teaching, and other applied 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 grants they have secured and/or oversee and its importance to the discipline; these data can include the nature of the peer review process, acceptance rates, and citation indices.

With each of the pieces of evidence submitted the Candidate should include a rationale indicating how every included item: a) demonstrates a high level of discipline related expertise; b) has been shared with the relevant scholarly community; c) has undergone objective peer review and/or refereed evaluation; and d) has significance or impact.

Faculty seeking promotion to Professor must provide evidence of a distinguished body of scholarly work that makes a significant contribution to the discipline.

The secondary education faculty will review the scholarly work presented by the Candidate and will discuss their evaluation of this work at the meeting set by the program director. In general, the greatest weight will be given to materials published (or accepted for publication) in peer reviewed outlets and creative work subjected to peer review. The primary focus will be to determine the quality, recognition, and quantity of



## DEPARTMENTAL GUIDELINES FOR EVALUATING FACULTY

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.

After the secondary education faculty have reviewed and discussed the Candidate=s scholarly work, a secret ballot will be taken in accord with procedures described in the **Faculty Handbook** on the question: Does the Candidate=s scholarly work justify the award of tenure?

### Teaching

The College values excellent teaching which includes these observations derived from the work of Chickering: 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) evaluations from faculty or students, (e) evidence of student involvement in research, (f) samples and/or statements regarding unique instructional activities, (g) material related to development of new courses, (h) materials related to changes in instruction based on attendance at workshops/seminars/conferences, (i) evaluations from cooperating teachers and/or others in the field, (j) evidence of successful team teaching and/or co-planning of courses and course work.

The Candidate will also be evaluated by tenured members of the secondary education faculty, on a regular basis, as described above. 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 secondary education faculty who may wish to observe teaching for the purpose of the tenure decision. Such a visitation will be preceded by at least a one week 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 secondary education faculty member=s discretion. However, such an evaluation report must include a statement noting that agreement had not been reached; and a written rejoinder by the Candidate may be submitted and attached to the evaluation.

It is the responsibility of each Candidate and the secondary education program to conduct student evaluations on a semester-by-semester basis. The results of this evaluation will be tabulated by the program director, included in the Candidate=s teaching dossier, and provided to the Candidate.

The secondary education faculty having reviewed and discussed the material in the dossier and other information available on the Candidate=s teaching, the program director will then 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?

### Service

The College recognizes service to the secondary education program, the College, the discipline, and the community as relevant to the Candidate=s tenure/promotion considerations. Said active service must be documented. **Program service** may include but is not limited to (a) service on secondary program committees, (b) service as secondary program director, (c) support of secondary program scholarly and social functions, (d) service as a mentor of junior faculty, (e) attendance at program meetings, (f) advising students, (g) participating in the portfolio process, (h) participation in events such as Family Day and the Major/Minor Fair, (i) facilitating the program's mission (as in advising education organizations for pre-services teachers, etc.), (j) preparation and submission of departmental grant proposals, (k) assistance in the recruitment and selection of faculty, (l)



development, distribution, collation and interpretation of departmental surveys. **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) program liaison to a professional organization, (c) participation on professional evaluation and advisory boards/committees, (d) review of presentation proposals for regional/national conferences, (e) support of regional resource center activities, (e) discussant or chair at professional meetings, (f) reviewer for professional journal, (g) editor of professional journal, (h) provider of technical assistance on state and/or national level, (i) invited lecturer at local/state/national IHE, (j) testifying at state and/or national hearings, (k) participation in the ongoing professional development of teachers in the local/state/regional educational community. (l) advising parent organizations in educational communities. **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, (e) service to health-related organizations, (f) service to educational organizations.

After the secondary faculty have reviewed and discussed the Candidate=s service record as presented in the dossier, the program director will take a secret ballot in accord with procedures described in the **Faculty Handbook** on the question: Does the Candidate=s record of service justify the award of tenure?

After these procedures have been followed, the program director will count the ballots on all three questions, informing the faculty of the result. The program director 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.