

Effective Date: November 2020
Previous Version: n/a
Policy Owner: Chief Academic Officer
Approved by: President
Approval Date: 11/30/2020

EVALUATION OF FACULTY MEMBERS

Institutional Values and Policies

Because faculty are evaluated with respect to the mission of NewU, faculty evaluation is both an individual and an institutional matter. It has two basic aims: to assist faculty development and to meet institutional needs.

Making clear the expectations NewU places upon the teacher and providing the conditions and support necessary to excellent teaching are primary institutional obligations.

Additionally, department chairs are reminded that consideration of appointment, and promotion cases should include a thoughtful assessment of the future of the department and, may take into consideration programmatic need in addition to the merit of the candidate.

Basic Responsibilities of Faculty

All faculty are expected to fulfill the following responsibilities.

Teaching:

- a) To remain current in their subjects and courses.
- b) To instruct assigned courses, as scheduled or otherwise approved (promptly beginning and ending each class), on the assigned subject, at the assigned level, and with the degree of rigor/standards appropriate to that level.
- c) Each faculty member must distribute a syllabus to all students outlining the goals of each course, the assignments, and grading policies by the end of the first week of class. An electronic copy of the syllabus must be sent to the Department Chair and the Office of the Chief Academic Officer by the end of the first week of classes.
- d) Each faculty member should have appropriate activities for scheduled class meeting times. The faculty member should arrange to make-up missed classes or have classes covered in case of absence. The Department Chair, and the Office of the Chief Academic Officer must be informed of any cancelled class, if possible, before the class is cancelled.
- e) To foster free discussion, inquiry, and expression in the classroom while maintaining the course's academic standards and objectives.

- f) To take appropriate steps to ensure that required books and other course materials are accessible when needed.
- g) To hold office hours, or the equivalent consistent with campus policy, and to be available to students outside the classroom on a regular and reasonable basis throughout the academic year, including registration, reading, and exam periods.
- h) To complete in a professional, timely and responsible manner all other teaching and academic assignments which the faculty member has accepted as, or been assigned, including for example, submitting grades, mentoring or reading theses, administering comprehensive or qualifying exams, writing letters of recommendation, and conducting tutorials.
- i) To avoid using the status of a faculty member to coerce, intimidate, or manipulate students.
- j) To comply with applicable department, or campus policies.

Grading:

- a) Academic freedom includes the faculty member's right freely to evaluate student academic performance. A faculty member's teaching responsibilities include providing grades in the manner and within the deadlines specified by the Registrar, doing so honestly, fairly, and without bias, using appropriate criteria and following stated procedures.
- b) Grades must be reported in a timely manner.
- c) The assignment of grades reflects the degree to which students have met the learning outcomes for the course, and the distribution of grades is consistent with University averages. Repeated and significant variations from University averages are justified by sound pedagogy and supported by the Department Chair, and the Chief Academic Officer.
- d) The grade submitted by a faculty member to the Registrar at the end of the course may be overruled only as the result of an appeal procedure approved by the Chief Academic Officer.
 - Any such appeal procedure should be designed to protect students against evaluation in which the professor uses inappropriate criteria or ignores stated procedures and grading standards.
 - Such procedures should provide for a faculty committee to review the appeal and authorize any resulting change in a grade.
 - The Chief Academic Officer may resolve an appeal only if the faculty committee fails to act in the time specified.
 - Faculty have a responsibility to cooperate fully with grade appeals conducted according to the approved procedures.

Academic advising:

Effective academic advising is a critical component of a successful undergraduate degree program. At NewU, all students are to be advised by a member of the faculty. The nature of academic advising may differ for different programs and at different stages in a degree program.

Faculty advisors should:

- Possess the ability to disseminate accurate information, to give appropriate guidance, and to be knowledgeable about university and degree requirements.
- Understand student developmental levels and be able to effectively guide students toward setting and reaching goals.
- Know how and when to effectively guide students to additional campus resources that are needed.
- Show courtesy and respect toward the advisee.
- Show interest in advisee's academic program.
- Exhibit approachability and be a good listener.

It is to be expected that all members of the faculty will perform satisfactorily their duties and responsibilities. Satisfactory performance does not of itself constitute grounds for retention or promotion however.

A faculty member is expected to have a thorough knowledge of the subject(s) being taught, a demonstrated ability to communicate that knowledge to students, and the skill to stimulate students to reach their potential.

Adequate Evaluation Data (Guidelines)

A judicious evaluation of a university professor as teacher should include: (a) an accurate factual description of what an individual does as a teacher, (b) various measures of the effectiveness of these efforts, and (c) fair consideration of the relation between these efforts and the institution's and the department's expectations and support. An important element of evaluating teaching is an accurate description of a professor's teaching.

Such a description should include the number and level and kinds of classes taught, the numbers of students, and out- of- class activities related to teaching. Such data should be very carefully considered both to guard against drawing unwarranted conclusions and to increase the possibilities of fairly comparing workloads and kinds of teaching, of clarifying expectations, and of identifying particulars of minimum and maximum performance. Other useful information might include evidence of the ability of a teacher to shape new courses, to reach different levels and kinds of students, to develop effective teaching strategies, and to contribute to the effectiveness of the individual's and the institution's instruction in other ways than in the classroom. The gathering of such data can promote a careful consideration of both the institution's and the department's values. Another kind of data that should be systematically gathered and examined by the teacher's colleagues includes course syllabi, tests, materials, and methods employed in instruction. Care should be taken that such scrutiny not

inhibit the teacher, limit the variety of effective teaching styles, or discourage purposeful innovation. Evidence of a concern for teaching and teaching competence demonstrated in attendance at meetings, delivery of lectures, and consulting should also be included among the essential information to be reviewed.

The emphasis in evaluation should be upon obtaining firsthand evidence of teaching competence, which is most likely to be found among the faculty of a department and the students who receive instruction.

The evaluation is based on the following criteria:

Teaching:

The effective teacher is one whose work is characterized by commitment to subject, to student, and to constant improvement in teaching. The effective teacher exhibits enthusiasm for the subject and has a thorough and demonstrable knowledge of the field and developments therein. In this regard, the effective teacher is one who actively supports intellectual development of students and, to this end, is willing to be available to students in a variety of settings, both in and out of the classroom. An effective teacher encourages questions from students, welcomes diversity of opinion from them, and is considerate and fair in all dealings with them, seeking always to increase their capacity to think. In addition, the effective teacher motivates and challenges students by setting rigorous academic standards and by providing timely and substantial feedback on all course assignments and exams. The effective teacher also welcomes and profits from constructive criticism. Finally, an effective teacher is one who regularly engages in course development and/or revision to ensure currency of content and/or methodology in the implementation of courses.

Courses:

- Newly designed, proposed and taught courses;
- Courses which were significantly revised during the period of evaluation;
- Newly developed and introduced teaching materials.

Pedagogy:

- Exploring new technologies;
- Adapting new techniques;
- Innovation in class.

Performance effectiveness

Teaching – learning effectiveness

- a) Quality of prepared materials to support teaching;
- b) Efficient use of pedagogical techniques in class;
- c) Taking into account students' suggestions;

- d) Examination materials and grading criteria that allow fair evaluation/ distinction of students;
- e) Effective response to guidance and suggestions from previous evaluations.

Additional work with students:

- a) Supervising senior project/thesis;
- b) Offering Independent Study courses;
- c) Additional work supporting learning;
- d) Academic advising.

Applicable sources of information

- a) Faculty Self Study;
- b) Student Evaluations;
- c) Grade tapes;
- d) Peer reviews;
- e) Other, such as input from the Department.

All faculty members must submit an evaluation dossier to the Office of the Chief Academic officer according to the regular evaluation schedule, or when seeking promotion. Faculty members are responsible for submitting a complete dossier with a signed checklist as the first page. The dossier includes materials regarding the faculty performance for all semesters since the previous evaluation. In this way, they show their agreement that this is the dossier upon which they wish to be evaluated.

The dossier includes:

- a) Cover letter, explaining the purpose of evaluation, the period of evaluation, the request for promotion.
- b) A letter of self-evaluation.
- c) Up-to-date detailed vita and a cumulative list of academic and personal accomplishments.
- d) A list of the courses taught each semester during the current evaluation period with student enrollment numbers for each course.
- e) Syllabi for all courses taught during the evaluation period.
- f) Student evaluation results for all courses taught during the evaluation period along with the university and discipline or departmental average results, and grade tapes.
- g) Samples of significant class assignments, examinations, and graded work of students from a variety of classes taught during the evaluation period.

- h) Letters of evaluation from current University faculty familiar with the candidate and with his or her work.
- i) An assessment by the department chair giving an evaluation of the teaching of the candidate, and the academic purposes to be served by the promotion.

Proposals for promotion should be submitted to the Chief Academic Officer as early as possible in the academic year so that all aspects of the required review may be completed by the end of the spring term.

For each faculty member under evaluation, the Chief Academic Officer will review all dossier contents and will make a written recommendation to the President for or against promotion.

The faculty member has the right to respond to the Chief Academic Officer's evaluation. This response, if any, will accompany the Chief Academic Officer's recommendation to the President.

The President retains the sole and final authority to offer promotion. If the President does not concur with the recommendation of the Chief Academic Officer, the President should state the reasons.

The faculty member has the right to request reconsideration of the President's decision.

[End]