

## 2.5 Evaluation

Since the University is responsible for maintaining high standards of performance in a wide variety of fields, it is essential that this faculty be composed of men and women of high personal and professional qualifications.

The rationale of evaluation procedures is to encourage and commend the faculty, to bring about improvement in the quality of performance, to recognize the contributions of the individual member, and thus, to promote the excellence of the University. In addition, these assessments serve as a basis for decisions on promotion and retention.

Faculty members will be evaluated annually using a Faculty Annual Report of Activities & Goals form which is signed by the immediate supervisor, the Department Chair, and the Provost as well as feedback forms completed by the faculty member's students. The procedures will be promulgated by the Provost/Vice President for Academic Affairs and will take under consideration the Heritage University Key Characteristics of Highly Effective Faculty adopted by the Faculty Senate. Evaluation must be completed by the end of the Spring semester of the academic year. Program Chairs will be similarly evaluated by their Supervisors.

Every third year the annual evaluation will be expanded to include a self-assessment and discussion with the immediate supervisor on the Heritage University Key Characteristics of Highly Effective Faculty, student evaluations, and, should the faculty member apply for a multi-year appointment, a peer review conducted by the University Committee for Evaluation and Multi-year Appointments, using procedures promulgated by the Provost/Vice President for Academic Affairs. The primary focus of this evaluation will be the cumulative contributions of the faculty member since the last triennial evaluation. The evaluation process involves the Department Chair and Provost/Vice President for Academic Affairs. When an extended term appointment is to be issued, the evaluation will include a review by the University Committee for Evaluations and Multi-year Appointments and a Presidential review.

The following Evaluation Criteria, based on the Heritage University Key Characteristics of Highly Effective Faculty (Appendix A), will be considered during any review by the Committee on Evaluation and Multi-year Appointments

1. demonstrated effective service and commitment to the University mission (attested by the evaluation procedures of the University, specifically the academic supervisors' evaluation. Some further examples of evidence are self-evaluation and student evaluations, as appropriate).
2. shown continued professional growth, as seen in such accomplishments as attaining additional professional credentials, applying current scholarship to one's professional responsibilities at the University, publications, performances, presentations, or other similar achievements (attested by the Faculty Annual Report of Activities and Goals, or other supporting material offered by the faculty member).
3. maintained collegial relationships with the other employees of the University, students, members of the community, and others relevant to the faculty member's work at the University (may be attested by student evaluations, as appropriate, supervisor's evaluations, peer feedback, attendance at professional development opportunities provided by the Center for

Intercultural Learning and Teaching, or other supporting material offered by the faculty member).

### **2.5.1 Teaching**

Qualifications for appointment or promotion include the Heritage University Key Characteristics of Highly Effective Faculty as approved by the Faculty Senate. The Key Characteristics to be evaluated include areas of knowledge, learner-centered teaching, cultural pluralism, communication, reflective teaching, and professional standards and ethics, as described in Appendix A.

### **2.5.2 Scholarship and Creativity**

All members of the faculty must be persons of scholarly ability and accomplishments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in training students in scholarly methods, and their participation and leadership in professional associations and in the editing of professional journals. Accomplishments may be in the realm of scientific investigation, in the realm of constructive contributions, or in the realm of the creative arts.

### **2.5.3 Service**

The scope of the University's activities makes it appropriate for members of the staff to engage in many activities outside of the fields of teaching and research. These may include participation in committee work and other administrative tasks, counseling, clinical duties, and special training programs. The University also expects many of its faculty members to render extramural services to schools, to industry, to local, state, and national agencies, and to the public at large.

### **2.5.4 Faculty Assessment**

Faculty contributions in each of these areas (above) must be assessed as objectively as reasonably practical. In order to facilitate the process, and to assess the whole record of the faculty member, the University utilizes a variety of means:

- A. Self-Evaluation. The best motivation to continued improvement lies in accurate self-appraisal. Faculty are encouraged to utilize self-evaluation as a tool for professional growth. In completing the Faculty Annual Report of Activities & Goals form, they may wish to confer with a fellow teacher about this evaluation and will meet with the immediate supervisor or Department Chair to receive their signature.

For the triennial evaluation, faculty complete a self-assessment based on the Heritage University Key Characteristics of Highly Effective Faculty (see Appendix A).

- B. Peer Evaluation. Objective judgments of peers regarding the quality of teaching, research, or service are an important source of evaluative data. Faculty may solicit peer input, such as working with peer mentors, faculty colleagues, and participation in activities of the Center for Intercultural Learning and Teaching. Review by the Committee on Evaluation and Multi-year Appointments during the triennial evaluation constitutes peer evaluation.

- C. Student Feedback. The University recognizes the value and limitations of student evaluation of faculty role as instructor, advisor, and/or mentor. Faculty may make use of questionnaires to elicit student judgments on a number of facets of instruction on the campus as a whole with regard to individual teachers. Faculty are encouraged to solicit formal and informal student feedback through other means to demonstrate the depth and breadth of their impact on student learning.