



MURRAY STATE
UNIVERSITY

College of Education and Human Services

Faculty Evaluation Guidelines

Adopted May 2016

**FACULTY EVALUATION GUIDELINES
IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES
MURRAY STATE UNIVERSITY**

**PART I
INTRODUCTION TO THE ANNUAL REVIEW OF FACULTY (ARF)**

The Annual Review of Faculty (ARF) is the procedure utilized by the College of Education and Human Services (COEHS) to document professional activities for each calendar year from January 1 to December 31. The policies and protocols are derived from relevant sections of the Murray State University Faculty Handbook. Reviews are due to department chairs by February 15 for **all** full-time faculty. Tenure-track (probationary) faculty who are in their first year will complete the First-year Tenure and Promotion Checklist no later than the end of September (if hired for the fall semester) or by February 15 (if hired beginning spring semester) of their first year. Tenure-track (probationary) faculty who are in their first year at Murray State will complete their initial review by February 15 of their first year of employment.

Tenure-track and tenured faculty are required annually to submit documentation that reflects their performance across the domains of teaching, research, and service. Instructors and lecturers are required to submit documentation that reflects their performance across teaching and service. The standard for acceptable performance for instructors and lecturers will be the same as for tenure-track and tenured faculty.

- **Teaching Excellence:** Documentation for meeting teaching expectations will be provided with the aggregation of one year of course evaluations for every course taught during the academic year. Tenured faculty are required to provide course evaluations from one academic semester per year but are encouraged to provide course evaluations from both semesters. Include a summary of teaching evaluations, including the first four summative items on the instrument with the average scores as well as the average scores from the Challenge and Engagement Index (CEI). Faculty should describe creative activities such as development of curriculum and instructional materials, clinical procedures and methods, etc. in the narrative.
- **Research and Creative Activity:** List presentations at professional conferences and symposiums, list in-field publications in professional journals and periodicals, and document grant activity with a short description of the grant, the role that the faculty took in the implementation of the grant, and the funding status.
- **Service:** List service activities that include serving on committees at department, college, or university levels; participation in professional organizations at the local, state, and national levels; and in-field service expertise through interaction with P-12 school partners, at clinical settings, and with civic organizations through consulting or providing professional development and other professional services.
- **Needs of the University:** For tenure, it is important to address the needs of the university in the documentation. (A more suitable description of this section can be found in the *Murray State Faculty Handbook*.)

DOCUMENTATION NEEDED FOR ANNUAL REVIEW OF FACULTY

A copy of a current and updated vita is essential to this documentation, along with other documentation described below. The ARF is intended to be vita-driven, although a narrative to document teaching, service, research activities, and meeting needs of the university (not to exceed one page each) should be attached to provide additional evidence. Include a summary of teaching evaluations which describes the first four summative items of each course summary with the average scores as well as the average score from the Challenge and Engagement Index (CEI). These course summaries should be presented in the following form:

Figure 1: Summary of Student Course Evaluations

Course: _____		
Semester: _____		Year: _____
Type of Course (check all that apply): ___ Face-to-face ___ ITV ___ Online ___ Hybrid ___ Other		
	N	Median Score
Overall Summative Items (COMBINED ITEMS 1 – 4)		
• The course as a whole was:		
• The course content was:		
• The instructor's contribution to the course was:		
• The instructor's effectiveness in teaching the subject matter was:		
Challenge and Engagement Index (CEI)		

PART II

RECOMMENDED PROCEDURES FOR THE REVIEW OF FACULTY IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES¹

ANNUAL EVALUATION OF FIRST-YEAR FACULTY MEMBERS

The document, "First-year Probationary Tenure-track Checklist," is to be completed for all new faculty hired in the college. This document is merely a check-off instrument to ensure that the new faculty member has had an opportunity to review tenure and promotion policies with the academic unit leader and the chair of the department tenure committee. Additionally, this is used to ensure that a mentor has been assigned to the new faculty member. The expectation is that this takes place by the end of September for faculty hired for the fall and by the end of January for faculty hired to begin in the spring.

ANNUAL EVALUATION OF PROBATIONARY FACULTY MEMBERS

Each tenure-track (probationary) faculty member will provide an up-to-date vita and a narrative to document teaching, research/scholarship, service, and needs of the university. Narratives are limited to no more than one page per domain. The documentation for the annual review of academic performance first goes to the departmental/center tenure committee. The due date is February 15 of each year, and the review will address academic performance during the previous calendar year. For new faculty hired in the fall, only fall semester is reviewed. Using the "Tenure Review of Probationary Faculty Member" form, the departmental tenure committee will summarize their findings on progress towards tenure. The findings will reflect the progress made during the previous calendar year as well as the overall progress made towards tenure in light of the length of service and evidence submitted.

Following the review by the departmental tenure committee, the documentation provided by the tenure-track (probationary) faculty member will be provided to the chair of the department/center, along with the completed, "Annual Review of Probationary Faculty Member," which is provided by the departmental tenure committee. The department chair will meet with the faculty member and then follow up with a written narrative summarizing progress in all four domains (teaching, research, service, and needs of the university). The narrative will reflect both the progress made during the previous calendar year as well as the overall progress made towards tenure in light of the length of service and evidence submitted. Teaching performance will be provided as a summary of the IAS summative items. Probationary faculty members are to provide IAS summative scores for both academic semesters during the prior year.

The chair and the faculty member will meet with the dean of the college prior to the end of the spring semester to review progress towards tenure. The department chair will provide the dean with the completed, "Annual Review of Probationary Faculty Member by the Departmental Committee," which is completed by the departmental tenure committee. The department chair will also provide the dean with the completed form, "Annual Review of Probationary Faculty Member by the Department Chair." Summary of student course evaluations will be provided as well as a current CV of the faculty member. After this meeting with the dean takes place, the dean will provide the probationary faculty member with a written summary and assessment of progress towards tenure. This summary will be available to the faculty member prior to the beginning of the following fall semester.

¹ Adopted May 2016

ANNUAL EVALUATION OF TENURED FACULTY MEMBERS

Each tenured faculty member will provide to their respective department/center chair an up-to-date vita and a narrative to document teaching, research/scholarship, and service. The narratives are not to exceed one-page for each domain. Teaching performance will be provided as a summary of the IAS summative items. Tenured faculty members are to provide a minimum of one semester of IAS summative scores each year.

The chair will meet with the tenured faculty member to review the documentation and to discuss academic performance during the past year. The chair will follow up the discussion with a written narrative that will summarize the performance of the faculty member in the three domains during the previous calendar year (teaching, research, and service).

ANNUAL EVALUATION OF LECTURERS

Each lecturer is required to submit a current vita and a narrative addressing teaching and service to their respective department chair. Teaching performance will be summarized using Figure 1, "Summary of Student Course Evaluations," as a template. The chair will meet with the lecturer to review the documentation and to discuss academic performance in teaching and service during the past calendar year. The chair will follow-up the discussion with a written narrative that will summarize the performance of the faculty member in the two domains during the previous calendar year.

ANNUAL EVALUATION OF ADJUNCTS

Adjuncts will be evaluated at the departmental/center level using practices accepted by the respective academic unit.

PART III

Murray State University TENURE AND PROMOTION POLICIES

(The policies, processes, and guidelines for earning tenure and/or promotion are fully described in the *Murray State University Faculty Handbook*.)

TEACHING EXCELLENCE

Teaching excellence is critically important within the COHES and is judged by the respective department chairs and tenure and promotion committees which have the responsibility to carefully analyze the evidence in the applicant's teaching portfolio. Importantly, the departmental committee(s) are responsible for determining if the faculty "meets performance standards." The teaching portfolio requires the compilation of specific items that need to be collected during each semester for probationary (untenured) faculty and assistant professors. For both tenure and promotion to associate professor, the faculty member is expected to demonstrate "meets adequate performance expectations" judgments for at least the last three years prior to seeking tenure and promotion to associate professor. For promotion to professor, the applicant is expected to demonstrate teaching excellence that clearly exceeds the standard for associate professor. It is the responsibility of the applicant to provide clear and meaningful evidence that demonstrates their teaching effectiveness in their portfolio. In general, it is the responsibility of the individual departments to establish what is considered to be acceptable teaching performance. It is the responsibility of the tenure (and promotion) committees to verify this documentation and to determine if the portfolio reflects the standard needed for tenure and promotion. Although tenured faculty are not required to provide more than one semester's teaching evaluations per year, it is incumbent upon the applicant to professor to provide clear, unequivocal evidence of their teaching effectiveness. The teaching portfolio should include:

- A thoughtfully generated Reflective Teaching Statement that describes their teaching responsibilities, advising efforts, philosophies, strategies, and objectives; their efforts to improve teaching (such as workshops, conferences, and readings) over time; the relationship between teaching and research
- Relevant changes to course syllabi
- Efforts to revise curriculum and/or program(s)
- Evaluations (student ratings) with a table that describes class size, type of course (e.g., face-to-face, hybrid, online), number of evaluations returned, and a grade distribution. Faculty teaching hybrid and online courses should explicitly encourage students to return course evaluations and other indicators of students' perception of the instructor's effectiveness.

RESEARCH AND CREATIVE ACTIVITY

A faculty member is expected to develop and pursue a research and creative activity agenda that includes both scholarly presentations and publications. For tenure, the faculty member must have at least five research products from the list over the five-year period, including at least two peer-reviewed quality publications over the probationary period. Promotion to associate professor, similarly, requires at least five research products from the list over the five-year period and at least two *high-quality* national or international peer-reviewed publications. For promotion to professor, the faculty member must have at least seven research products from the list, including at least three *high-quality* national or

international peer- and blind-reviewed publications from the date of the promotion to associate professor. Research products not included in the promotion to associate professor application should be included in the application for promotion to professor. It is the responsibility of the applicant to provide evidence of the quality of the product(s); it is the responsibility of the department and college level committees to verify and judge the quality of product(s), along with the department chair and dean. Sources of verification in judging the quality of the published materials include metrics such as acceptance rates, number of citations in the literature, and readership of the publishing source, as well as the product's complexity, degree of innovation, and unique contribution to the field, as determined by the departmental chair and the tenure and promotion committees.

- Author or coauthor a manuscript in a regional (multistate), national, or international peer-reviewed publication. While collaboration is encouraged, the applicant must describe his/her level of involvement.
- Make a peer-reviewed presentation at a regional, national, or international meeting. Two state-level peer-reviewed presentations will meet this standard.
- Peer-reviewed published book.
- Author or coauthor a chapter in a published book (includes textbooks).
- Obtain and direct an externally-funded grant of at least \$30K (this could substitute for a high-quality publication).
- Other comparable activities as defined/judged by the departmental committee. It is incumbent upon the faculty member to demonstrate the merit of their research and creativity when their scholarly activities do not meet one of the options (such as other grants or contracts) listed above.
- Vanity publications will not be considered.

SERVICE

A faculty member should demonstrate responsibility to their institution and profession through a range of meaningful service avenues. Faculty members must seek ways to demonstrate consistent service during the probationary period in order to obtain tenure as well as promotion to associate professor and professor. The decision concerning tenure and promotion to associate will be based on a combination of service activities at three levels: 1) the departmental, collegiate, and university levels, 2) the community and state levels, including community agencies and organizations, and 3) the professional levels. Applicants for promotion to professor are expected to demonstrate/exhibit service and leadership at the state and national levels. Each service activity will be evaluated based on the leadership relevance of the activity and the professional time commitment to the activity. It is incumbent upon the faculty member to describe their level of commitment and upon the pertinent committees to judge the quality, importance, and meaningfulness of the activity. In general, it is the responsibility of the individual departments to establish what is considered to be acceptable performance.

Samples of service options are provided below, although this list is not exhaustive.

- Serve on a department committee
- Serve on a college committee
- Serve on a university committee
- In-field service consistent with expertise

- Coordinate service-learning activities
- Residential college service
- Chair a college committee
- Serve on Faculty Senate
- Serve as an officer in a local professional organization
- Serve as an officer in a state professional organization
- Serve as an officer in a regional professional organization
- Serve as an officer in a national professional organization
- Serve as a program chair in state professional organization
- Serve as a program chair in a regional professional organization
- Serve as a program chair in a national professional organization
- Unpaid consultation with appropriate agencies and organizations
- Actively serve on a state committee related to the profession
- Actively serve on a national committee related to the profession
- Organize a conference (local, state, or national)
- Serve as a program coordinator
- Serve as a member of an editorial board at the state level
- Serve as member of an editorial board at the regional level
- Serve as a member of an editorial board at the national level
- Serve as a member of an editorial board at the international level
- As determined by departmental leadership

NEEDS OF THE UNIVERSITY

Per the *Murray State Faculty Handbook*, the factors determining departmental, collegiate/school, and university needs for quality and development are: a) institutional and disciplinary standards (including accreditations standards where applicable), b) institutional and collegiate/school master plan goals and objectives, c) breadth of graduate degree preparations, d) sufficient flexibility to adapt staffing requirements to changing enrollments and programmatic needs, and e) institutional funding. In their narratives, faculty should provide their perspectives on how they address institutional needs through one or more of these pathways.

PART IV

RECOMMENDED PROCEDURES FOR THE REVIEW OF FACULTY IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES²

ANNUAL EVALUATION OF FIRST-YEAR FACULTY MEMBERS

The document, "How Faculty are Evaluated: Guidelines for First-year Probationary Faculty," is to be completed on all new faculty hired in the college. This document is merely a check-off instrument to ensure that the new faculty member has had an opportunity to review tenure and promotion policies with the academic unit leader and the chair of the department tenure committee. Additionally, this is used to ensure that a mentor has been assigned to the new faculty member. The expectation is that this takes place by the end of September for faculty hired for the fall and by the end of January for faculty hired to begin in the spring.

ANNUAL EVALUATION OF PROBATIONARY FACULTY MEMBERS

Each tenure-track (probationary) faculty member will provide an up-to-date vita and a narrative to document teaching, research/scholarship, service, and needs of the university. Narratives are limited to no more than one page per domain. The documentation for the annual review of academic performance first goes to the departmental/center tenure committee. The due date is February 15 of each year, and the review will address academic performance during the previous calendar year. For new faculty hired in the fall, only fall semester is reviewed. Using the "Tenure Review of Probationary Faculty Member" form, the departmental tenure committee will summarize their findings on progress towards tenure. The findings will reflect the progress made during the previous calendar year as well as the overall progress made towards tenure in light of the length of service and evidence submitted.

Following the review by the departmental tenure committee, the documentation provided by the tenure-track (probationary) faculty member will be provided to the chair of the department/center, along with the completed, "Annual Review of Probationary Faculty Member," which is provided by the departmental tenure committee. The department chair will meet with the faculty member and then follow up with a written narrative summarizing progress in all four domains (teaching, research, service, and needs of the university). The narrative will reflect both the progress made during the previous calendar year as well as the overall progress made towards tenure in light of the length of service and evidence submitted. Teaching performance will be provided as a summary of the IAS summative items. Probationary faculty members are to provide IAS summative scores for both academic semesters during the prior year.

The chair and the faculty member will meet with the dean of the college prior to the end of the spring semester to review progress towards tenure. The department chair will provide the dean with the completed, "Annual Review of Probationary Faculty Member by the Departmental Committee," which is completed by the departmental tenure committee. The department chair will also provide the dean with the completed form, "Annual Review of Probationary Faculty Member by the Department Chair." Summary of student course evaluations will be provided as well as a current CV of the faculty member. After this meeting with the dean takes place, the dean will provide the probationary faculty member

² Adopted May 2016

with a written summary and assessment of progress towards tenure. This summary will be available to the faculty member prior to the beginning of the following fall semester.

ANNUAL EVALUATION OF TENURED FACULTY MEMBERS

Each tenured faculty member will provide to their respective department/center chair an up-to-date vita and a narrative to document teaching, research/scholarship, and service no later than February 15 of each year. The narratives are not to exceed one page for each domain. Teaching performance will be provided as a summary of the IAS summative items. Tenured faculty members are to provide a minimum of one semester of IAS summative scores each year.

The chair will meet with the tenured faculty member to review the documentation and to discuss academic performance during the past year. The chair will follow up the discussion with a written narrative that will summarize the performance of the faculty member in the three domains during the previous calendar year (teaching, research, and service).

ANNUAL EVALUATION OF LECTURERS

Each lecturer is required to submit a current vita and a narrative addressing teaching and service to their respective department chair no later than February 15 of each year. Teaching performance will be summarized using Figure 1, “Summary of Student Course Evaluations,” as a template. The chair will meet with the lecturer to review the documentation and to discuss academic performance in teaching and service during the past calendar year. The chair will follow up the discussion with a written narrative that will summarize the performance of the faculty member in the two domains during the previous calendar year.

ANNUAL EVALUATION OF ADJUNCTS

Adjuncts will be evaluated at the departmental/center level using practices accepted by the respective academic unit.

Figure 1: Summary of Student Course Evaluations

Course: _____		
Semester: _____		Year: _____
Type of Course (check all that apply): <input type="checkbox"/> Face-to-face <input type="checkbox"/> ITV <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Other		
	N	Median Score
Overall Summative Items (COMBINED ITEMS 1 – 4)		
• The course as a whole was:		
• The course content was:		
• The instructor's contribution to the course was:		
• The instructor's effectiveness in teaching the subject matter was:		
Challenge and Engagement Index (CEI)		

APPENDIX 1

CHECKLIST FOR FIRST-YEAR PROBATIONARY TENURE-TRACK FACULTY MEMBER³

Name: _____ Calendar Year: _____
Date of Committee Meeting: _____ Highest Degree: _____
Year Hired as Probationary Faculty Member: _____
Tenure Application Year: _____

The faculty member has chosen to follow the (check one):

____ COEHS Faculty Evaluation Guidelines ____ COE Faculty Evaluation Handbook ____ HSHS Faculty Policies and Procedures Manual

Checklist for First-year Probationary Tenure-track Faculty Member

1. Probationary faculty member has been assigned a mentor. Yes No
2. Probationary faculty member, mentor, and chair have met [formal orientation] and reviewed/explained the promotion process. Yes No
3. Probationary faculty member, mentor, and chair have met and reviewed/explained the promotion process. Yes No
4. Probationary faculty member has met with the department tenure committee and the promotion and tenure process has been reviewed/explained. Yes No

We certify that the tenure and promotion processes and guidelines have been reviewed/explained to all parties’ satisfaction and that all of the above requirements have been met.

_____ Probationary Faculty Member	_____ Date	_____ Chair, Department Tenure Committee	_____ Date
_____ Department Chair	_____ Date	_____ Dean, COEHS	_____ Date

³ Document should be completed by September 30 (Fall Hires) or February 15 (Spring Hires)

APPENDIX II

DEPARTMENTAL COMMITTEE
ANNUAL REVIEW OF PROBATIONARY FACULTY MEMBER
A Progress Report Based on the Departmental Tenure Review

Name: _____ Calendar Year: _____
Date of Committee Meeting: _____ Highest Degree: _____
Year Hired as Probationary Faculty Member: _____
Tenure Application Year: _____

The faculty member has chosen to follow the (check one):

COEHS Faculty Evaluation Guidelines COE Faculty Evaluation Handbook HSHS Faculty Policies and Procedures Manual

Standard or Criterion (See Murray State Faculty Handbook, Section 2.7, for more detail)	Much Evidence	Some Evidence	Little/No Evidence
A. Teaching Excellence/Job Performance			
B. Research and Creative Activities			
C. University and Professional Activities			
D. Needs of the University			

Overall progress rating toward meeting criteria for tenure in light of length of service and evidence submitted:

Adequate: _____ Inadequate: _____

Committee Comments (additional space is provided on back):

Chair, Tenure Committee

Member

Member

Member

Probationary Faculty Signature

Date

APPENDIX III
DEPARTMENT CHAIR
ANNUAL REVIEW OF PROBATIONARY FACULTY MEMBER
A Progress Report Based on the Department Chair Review
of the Member's Tenure Portfolio

Name: _____ **Calendar Year:** _____

Date of Meeting: _____ **Highest Degree:** _____

Year Hired as Probationary Faculty Member: _____

Tenure Application Year: _____

The faculty member has chosen to follow the (check one):

COEHS Faculty Evaluation Guidelines COE Faculty Evaluation Handbook HSHS Faculty Policies and Procedures Manual

Standard or Criterion (See Murray State Faculty Handbook, Section 2.7, for more detail)	Much Evidence	Some Evidence	Little/No Evidence
A. Teaching Excellence/Job Performance			
B. Research and Creative Activities			
C. University and Professional Activities			
D. Needs of the University			

Overall progress rating toward meeting criteria for tenure in light of length of service and evidence submitted:

Adequate: _____ Inadequate: _____

Summary Comments:

Department Chair Signature

Date

Probationary Faculty Signature

Date

I. Teaching Excellence

II. Research and Creative Activities

III. University and Professional Activities

IV. Needs of the University