

FACULTY HANDBOOK, CHAPTER 9

Faculty Evaluation and Reviews

for Tenure and Promotion

CONTENTS

A. COURSE EVALUATIONS AND BIENNIAL REVIEWS	3
1. STUDENT EVALUATION OF COURSES	3
a. Purpose of Student Evaluation of Courses.....	3
b. Submission Requirements for Course Evaluations.....	3
c. Course Evaluation Formats	4
d. Administering Evaluations.....	4
e. Evaluations for First Year Seminar	5
f. Reflection on Student Course Evaluations	6
g. Process for Submitting Course Evaluations.....	6
h. Chair’s Comments	7
2. BIENNIAL REVIEWS	8
B. FACULTY REVIEWS	9
1. CRITERIA OF EVALUATION FOR REAPPOINTMENT, PROMOTION, AND TENURE	9
2. GUIDELINES FOR REAPPOINTMENT AND TENURE	12
a. Timeline & Deadlines	13
b. Review Materials.....	14
c. Classroom Visits	15
d. Reflective Self-Evaluation.....	15
e. Student Evaluation of Courses	17
f. Other Evaluative Statements	17
g. Chair’s Workshop and Individual Chair Meetings with TS&T.....	19
h. Meeting with Members of TS&T (optional)	19
i. Notification of TS&T’s Recommendation, Post-Review Statement and Meeting.....	19
3. GUIDELINES FOR PROMOTION TO PROFESSOR.....	20
a. Process & Timeline	20
b. Review Materials.....	22

4.	CRITERIA OF EVALUATION FOR LIBRARY FACULTY	23
5.	GUIDELINES FOR REVIEW OF LIBRARY FACULTY	24
a.	Timeline & Deadlines	25
b.	Review Materials.....	25
c.	Classroom Visits	26
d.	Reflective Self-Evaluation.....	26
e.	Other Evaluative Statements	27
f.	Chair’s Workshop and Individual Meetings with TS&T	29
g.	Meeting with Members of TS&T (Optional).....	29
h.	Post-Review Statement and Meeting	29
6.	COURTESY REVIEWS FOR VISITING FACULTY.....	29

A. COURSE EVALUATIONS AND BIENNIAL REVIEWS

1. STUDENT EVALUATION OF COURSES

Revised October 20, 2020, Provost & Teaching Staff & Tenure Committee

a. PURPOSE OF STUDENT EVALUATION OF COURSES

Course evaluations provide students with the opportunity to report their experiences over the course of a semester and therefore enable faculty to receive direct input from students that might helpfully inform their approach to teaching the course. Student evaluations also provide an opportunity for mentoring by department or other colleagues, such as through the College's Mentoring program. Additionally, course evaluations are one component of a holistic review of faculty by their colleagues on the Teaching Staff and Tenure Committee (TS&T) for contract renewal/tenure/promotion as well as during the biennial review process. Finally, trends in student evaluations provide invaluable guidance to the Provost and Dean for Faculty Development on professional development opportunities that faculty will find valuable.

b. SUBMISSION REQUIREMENTS FOR COURSE EVALUATIONS

Each faculty member is required to solicit student evaluations of all courses so that students have the opportunity to report on their experiences. ***Course evaluations are not submitted automatically to anyone but the faculty member.*** Rather, faculty choose among those sets of evaluations and are required to submit evaluations for review by their department/program chair and TS&T according to faculty status.

The number of courses indicated below is for the **Calendar Year** to allow review of completed course evaluations (with faculty reflections) for Biennial Reports and by Chairs each Spring.

Adjunct Faculty: Evaluations for all courses taught.

First-Year Faculty (Visiting and Tenure-Track): At least TWO sets of course evaluations from Fall courses (on two different courses or two sections of a course) to ensure formative mentoring by Chair(s). You are encouraged to share these informally in December or early January with your Chair (or another more senior colleague) so as to have the opportunity for conversations about student learning and how to identify patterns in their responses that may be helpful as you consider changes to your courses. You can do this by printing a PDF of student responses to share or providing a brief summary of student comments and concerns raised. Many faculty (including some who have had years of experience) find it helpful to have a "fresh set of eyes" on a set of evaluations, particularly to help parse apart one-off comments from those that merit more attention.

Other Tenured, Tenure-track, and Visiting Faculty: At least two sets of evaluations for each **calendar** year if teaching full time; one set if teaching fewer than 3 courses in that year.

c. COURSE EVALUATION FORMATS

All current course evaluation options are available at:

<https://teachingandlearning.spaces.wooster.edu/teaching-resources/course-evaluations/course-evaluation-forms/>

Instructions for setting up online course evaluations via CourseEval are available here:

<https://teachingandlearning.spaces.wooster.edu/teaching-resources/course-evaluations/>

Given the diversity of options that have been developed over the years, in 2014, the Faculty voted to require the following six common questions to allow for consistency among the available options for course evaluations:

Core Questions

1. What do you consider to be the strengths of this professor?
2. What do you consider to be the weaknesses of this professor? Do you have suggestions that would help the instructor address these issues?
3. I would rate the instructor's overall performance in this course as:
(5) Excellent (4) Very Good (3) Good (2) Fair (1) Poor
4. An effective classroom depends on students being respected as individuals in a manner free of bias or discrimination. In this case, do you feel that students were treated with respect and without bias?
5. I would rate this course overall as:
(5) Excellent (4) Very Good (3) Good (2) Fair (1) Poor
6. Explain your rating of the course.

In Spring 2020, the Provost established an Ad Hoc Committee to review course evaluations and design one standard evaluation that follows best practices for assessing student learning, instructor practices in the classroom, and aligns with criteria in the Faculty Handbook for teaching excellence and other core values (including both Likert scale and narrative questions).

The Ad Hoc Committee continues to work on this initiative and, for the purposes of Fall 2020 evaluations, has prepared a new form that faculty can choose.

d. ADMINISTERING EVALUATIONS

Typically, faculty have had the opportunity to choose either online or paper evaluations.

In Fall 2020, because all courses had to shift to remote, all course evaluations were completed via the online course evaluation system CourseEval.

Note that in comparison with paper evaluations, online evaluations tend to provide students with more opportunity to expand on their comments and are typically easier for faculty and their colleagues to review because of the flexibility the online format provides in the report formats (not to mention the difficulty of reading student handwriting given the overall decline in written work for the current generation of students).

Faculty are encouraged to devote class time to the completion of student course evaluations regardless of delivery method. Administering course evaluations in class is likely to generate higher response rates. Please note:

- You may not require students to complete the evaluations during a final exam
- the instructor must not be “present” while students complete the evaluation
 - For remote classes, this can be accomplished by signing off and having a TA or other student contact you when evaluations are complete
 - For in-person paper evaluations, they should be collected by a teaching apprentice, student volunteer, or faculty colleague and transferred to an administrative coordinator or other staff member in a sealed, labeled envelope. That staff member should scan the evaluations into a pdf document that is forwarded to you only after grades have been submitted. This enables paper evaluations to be treated in the same manner as online evaluations.

Regardless of whether you have students complete evaluations in or out of class, your assurance that their feedback is important to you (perhaps with some examples of how you have made revisions in the past due to student comments) can help to increase the response rate and guide students to be thoughtful about their responses.

The window for online evaluations opens on the first day of the last week of classes and closes on the last day of exams, though you may contact the Administrator if you prefer a different window.

e. EVALUATIONS FOR FIRST YEAR SEMINAR

First Year Seminars are evaluated automatically online for all faculty. This evaluation form, because it serves the function of assessing FYS as a general education program, has a different set of questions from other evaluations. Course evaluations for all FYS sections are provided to the Dean for Curriculum and Academic Engagement in aggregate (without faculty names). They are not automatically provided to TS&T or department/program chairs. If you would like to share your FYS student feedback with your chair or TS&T, you will need to submit your FYS evaluation by using the drop-down menu within CoursEval.

f. REFLECTION ON STUDENT COURSE EVALUATIONS

After reading your evaluations, you will write a reflective analysis (approximately 1 page in length per course), for courses that you choose to submit for review to your department/program Chair and TS&T. Your reflection provides important context for interpreting the students' reports of their experiences in your course. Your reflection should include:

1. Relevant context about the course, such as how it may have changed over time
2. An assessment of the degree to which student responses reflect accurately what happened in the class
3. Themes you have identified in the student comments
4. Any changes you intend to make as a result of the feedback

If using paper evaluations, you will also need to summarize the statistical data for the relevant questions (this is done automatically for online course evaluations).

g. PROCESS FOR SUBMITTING COURSE EVALUATIONS

i. DEADLINES

	Release Course Evaluations & Reflection (on CourseEval) or email PDF to Chair & Darlene Berresford	Chair's Response, course evaluation to Provost
Fall	March 15	April 10
Spring	June 10	August 15

ii. i. ONLINE EVALUATIONS

For online evaluations you submit, your reflection may be added at the bottom of the results under "Enter Comments/Feedback." To find your evaluations, follow the instructions at: <https://teachingandlearning.spaces.wooster.edu/finding-courseeval-reports/>. After you submit comments, an additional box will appear for your Chair to offer feedback.

If you choose NOT to submit these evaluations to your Chair and TS&T, you must select "No" in the dropdown menu following the comments box. Otherwise, online evaluations will be released to your Chair and TS&T after the due date. An email will be sent to your Chair indicating that the evaluations are available. See additional instructions here: <https://teachingandlearning.spaces.wooster.edu/sharing-evaluations-with-Chairs-tst/>.

You may then download the evaluations as a pdf to send to your Chair and Darlene Berresford (please label the pdf, as an example: S2020-MoralesTaylor-ENGL10102).

Following the deadline for Chair's Response (or if they notify you beforehand), you may create a pdf again that will include your evaluations, your reflection, and the Chair's feedback.

iii. ii. PAPER EVALUATIONS

To submit paper evaluations, scan your summary/reflection, followed by the evaluations pdf you received from your administrative coordinator, into one pdf document in portrait orientation for easy on-screen reading. Email the pdf to your Chair and Academic Affairs, labelled, as an example: F2020-WongDylan-PSCI10104. If you need assistance merging your reflection with the course evaluation, your AC can help.

h. CHAIR'S COMMENTS

The Chair's feedback varies according to the career stage of the faculty member. For all courses submitted by pre-tenure faculty, and visiting and adjunct faculty in their first five years of teaching at the College, Chairs are required to draft a brief paragraph that responds to the faculty member's own reflection. The Chair can affirm the faculty member's interpretation and plan for responding, add additional context (e.g., traditional challenges of the course or how it fits in the course sequence in the department), as well as strategies for adjusting teaching approaches the next time the course is taught.

For tenured colleagues, the Chair need only indicate that they have read the students' feedback and their colleague's reflection. This allows the Chair to have important information about the overall experiences of students in the department's courses, which can inform conversations in the department about the curriculum or other shared concerns.

- For online evaluations in CourseEval, the Chair may enter their comments in the box provided on the online form. In the case of a tenured colleague, the Chair need only write "I have reviewed the student feedback and my colleague's reflection." [Find detailed instructions for Chairs here.](#)
- For online or paper evaluations, the Chair may also choose to make comments on the Department/Program Chair's Acknowledgment of Faculty Evaluations form ([available here](#)) and email this to the faculty member (who can then submit it with their other materials – for assistance merging PDFs, faculty can work with their Administrative Coordinator).

2. BIENNIAL REVIEWS

According to the Statute of Instruction, the Teaching Staff and Tenure Committee is charged with the following in Article III, Section 2.F.5: “This committee, in conjunction with the Dean for Faculty Development, and the appropriate departmental Chairperson (who shall consult at least with the tenured members of the department), shall evaluate each tenure track and tenured faculty member, as well as librarians, biennially for purposes of determination of salary.”

Biennial reports are used in several ways:

- They are reviewed by the TS&T Committee at the end of the spring semester as part of their evaluation of faculty for purposes of salary merit awards. Faculty who do not submit a biennial report are not eligible for a merit increase.
- They provide the provost and chairs with valuable information about the important work of faculty.
- They are added to file reviewed by TS&T during future reviews.

Therefore, the Teaching Staff and Tenure Committee requests a report biennially from each faculty member scheduled for review, which includes:

1. A copy of an updated c.v. with all new and relevant additions highlighted and
2. A one-page reflection on the categories listed below for which they are traditionally evaluated. In each category,* please focus only on things we would not be able to know by merely looking at data provided by the Registrar or the Dean for Faculty Development or your c.v. Please keep this report to a maximum of one page.
 - a) Teaching: your reflection on such topics as new courses, creative pedagogy, innovative exercises, forays into experiential learning, classroom challenges, etc.
 - b) Advising/Mentoring: your reflection on such topics as IS advising challenges and successes, invisible mentoring with students or colleagues, mentoring of student organizations, etc.
 - c) Research and Scholarship: your reflection on such topics as current and/or recently completed projects, conference presentations, recitals, productions, workshops, etc.
 - d) Service: your reflection on such topics as key departmental committees, tasks, initiatives, etc.

*For Faculty Librarians, the categories are framed somewhat differently to reflect the nature of their work:

- a) Teaching
- b) Working with students, staff, and faculty
- c) Organization and Planning Ability
- d) Professional Development and Scholarship
- e) Service

B. FACULTY REVIEWS

1. CRITERIA OF EVALUATION FOR REAPPOINTMENT, PROMOTION, AND TENURE

Updated by vote of the Faculty, February 1, 2016

The criteria listed below are used by the Committee on Teaching Staff and Tenure in making recommendations with regard to reappointment, promotion, and tenure.

The evaluation of faculty members is based on four areas of performance: teaching, scholarship, research, and general value to the College. Among these criteria, excellence in teaching is the preeminent value; and scholarship, research, and general value to the College are each essential qualifications.

- a) Excellence in teaching is essential. To meet this criterion, faculty members should be
- in command of their fields,
 - capable of transmitting knowledge imaginatively,
 - skilled in challenging students of various abilities and backgrounds to their best efforts, and
 - contributing to students' development of the Graduate Qualities.

In assessing teaching, the Committee recognizes that effective teaching takes multiple forms, and can vary with the subject and the level at which one is teaching. Each faculty member should have the skill to use effectively several different approaches to teaching. Skillful teaching involves the continued improvement of teaching strategies and the application of innovative and/or experimental pedagogies. Whatever the approach, effective teaching should foster among students

- critical and creative processes of thought,
- clarity of expression,
- active engagement with the material,
- comprehension of the subject, and
- enthusiasm for its pursuit.

Essential in faculty members at all levels of teaching, from introductory courses (including First-Year Seminar) to Independent Study, are

- intellectual curiosity,
- breadth of learning, and
- originality and interest.

An essential component of excellent teaching is effective advising. Faculty members are expected to provide students with academic and general advising by

- being well informed regarding the College's academic policies and regulations,

- assisting students in adjusting to college-level work in First-Year Seminar and other first-year classes,
- guiding students in appropriate choices of courses to meet the graduation requirements and in appropriate choices of majors and courses therein,
- directing students effectively in their completion of Junior and Senior Independent study, and
- assisting students in their vocational and career decisions.

Wooster seeks to realize a high standard of student achievement in a fundamentally humane way. Faculty members are expected to support and encourage the quest for knowledge, understanding and self-discovery by

- being accessible to students,
- recognizing their dignity and integrity,
- being aware of student concerns, and
- adhering to professional standards.

b) Scholarship is also essential. How this criterion is met may vary, but it must include efforts to remain abreast of new developments in one's own discipline and may include efforts to expand one's intellectual interest beyond that discipline.

Particularly in making recommendations for reappointment for tenure, the College must estimate the likelihood of continued intellectual growth and thus welcomes opportunities to judge an individual's commitment to sustained learning. These opportunities may include, for example,

- public lectures,
- conference presentations,
- seminar presentations and workshops,
- book reviews,
- encyclopedia entries, including online,
- manuscript reviews,
- participation in professional meetings, and
- digital scholarship such as blogs, electronic essays or exhibits, web portals or gateways, or online bibliographies.

c) Research is an essential component of a faculty member's professional development. Furthermore, Independent Study depends upon faculty members who have an appreciation of the requirements of research, and its vitality depends directly upon the quality of the research of the faculty. Research is here defined as efforts to extend the bounds of knowledge or to produce creative works. These results are to be shared with the professional community at large as well as with colleagues at Wooster in ways and forms

appropriate to a given discipline or across disciplines. Both collaborative and interdisciplinary research are recognized as valuable contributions.

It is essential that candidates for re-appointment, promotion, or tenure be capable of systematic exploration and discovery. To make a judgment in this matter, the Committee must have opportunities to evaluate specific examples of this capability. These may include, for example,

- articles,
- book chapters,
- monographs,
- creative writing and composition,
- exhibitions, recitals, or other public performances, and
- digital research projects.

In addition, evaluations of the quality of such work by peers external to the College are helpful to the Committee in its assessment.

d) General value to the College is essential and complex in a residential institution.

Participation in the intellectual and cultural life of the campus, promoting a culture of inclusivity and respect for diversity, effectiveness and cooperation in departmental and interdepartmental programs, and professionalism in dealing with colleagues and students are essential. The Committee recognizes contributions to the quality of student life, to faculty committees, to the realization of the College's ideal of linking a liberal education with service, and to the enhancement of the institution beyond the campus. These may include, for example

- service on departmental committees,
- service on college committees,
- advising of student groups,
- promotion of a climate where all students can thrive,
- support for admissions,
- mentoring of faculty colleagues,
- community service related to your discipline,
- service to your disciplinary organization, and
- department and campus-wide presentations.

Wooster takes pride in the versatility of its faculty. The Committee recognizes the values of a faculty that, by its inclusion of individuals of different cultural backgrounds, of minority status, or of special aptitudes and skills, will provide educational resources not otherwise available in a department or program.

Final recommendations for reappointment, promotion, and tenure are based on an evaluation of teaching, scholarship, research, and general value to the College and are neither made nor refused on the basis of age, sex, color, race, creed, religion, national origin, disability, veteran status, sexual orientation, gender identity and expression, or political affiliation. In the President's decisions on reappointment, and recommendations of promotion and tenure to the Board of Trustees, these same criteria are employed. The Board of Trustees retains the final authority in making all promotions and tenure decisions.

NB: The revised criteria of evaluation will come into effect for the faculty members who begin their appointments at the institution on or after August 2016.

The Criteria of Evaluation may be revised from time to time. Normally pre-tenure faculty members are evaluated under the version of the Criteria which was in place in the year prior to the start of their tenure-track appointment—that is, the year in which they interviewed and signed their initial contract. However, such faculty may opt, through a notification letter to the Office of Academic Affairs, to be evaluated under the current revision of the Criteria instead.

2. GUIDELINES FOR REAPPOINTMENT AND TENURE

Updated by TS&T, March 2020, minor revisions February 2021

Faculty at The College of Wooster are normally evaluated for reappointment in their second and fourth years in rank as an Assistant Professor and are evaluated for tenure in their sixth year. Reviews generally take place in the fall and the departmental/program review is typically overseen by your Chair, in consultation with the tenured members of your department and/or program. If that is less than three colleagues, the Provost and TS&T will confer about appointing additional reviewers in related fields. If you are in a joint position, the Provost will confer with your Chairs about establishing a review committee with representation from both areas. In cases when a faculty member is on research or study leave in the fall, or there are other extenuating circumstances (which require discussion and approval by the Provost), reviews may be conducted in the spring. (Note: In cases when the candidate is the Chair of the department or program, or in other special circumstances as appropriate, the Provost, in consultation with TS&T, will appoint an ad hoc representative, normally in the faculty member's department or in the faculty member's academic division, to Chair the review process.)

The Departmental/Program Evaluation of the faculty member is submitted to TS&T for consideration alongside the candidate's materials. Chairs are also expected to share a copy of the Departmental/Program Evaluation with the faculty member under review. The Departmental/Program Evaluation and TS&T's recommendation are presented to the President, along with access to the candidate's full file. The President's recommendation then goes to the

Academic Mission Committee of the College’s Board of Trustees. The full Board approves the final decision on tenure and promotion recommendations.

Early in the review semester fall the faculty member under review and the Chair will meet to discuss the departmental/program review process. All those reviewing the faculty member—members of TS&T and, typically, the Chair and tenured members of the department(s) and/or program(s)—will make arrangements to visit the faculty member’s classes. Each faculty member’s electronic Review File is available to all of those reviewing the faculty member, and, in the course of the performance of their official duties, to the following individuals: the elected members of the Committee on Teaching Staff and Tenure, the President, the Provost, and the Dean for Faculty Development. As detailed in the Statute of Instruction, (Section 7.B.1.f), the faculty under review may review their own materials, but do not have access to confidential letters of recommendation, outside reviewer statements, and letters by students written for a faculty member’s review. Faculty may submit a response to materials in their file should they believe it necessary to correct any errors of fact.

Note: A faculty member’s Personnel File (including information about salary, medical leaves, etc.) is only accessible to staff in Academic Affairs and will not be reviewed by TS&T or Review committee members.

Below are the procedures that TS&T will follow in its review:

a. TIMELINE & DEADLINES

It is critical that all deadlines (candidate, Chair, external reviewers, etc.) in the review process be met to allow for due diligence. Exception to this will be only in rare circumstances, such as the case of an unavoidable emergency. In such a case, arrangements must be made with the review Chair and the Office of Academic Affairs as soon as possible after the emergency is known.

General Timeline (specific deadlines vary & will be shared with candidates prior to review)

Fall Pre-Tenure Reviews (Spring Pre-Tenure Reviews)	Faculty Member (including Library Faculty)	Chair & Others
Spring of year before review	Meet with DFD to discuss Review Process (DFD Assistant will reach out to schedule)	
April	Open Meeting with TS&T for pre-tenure faculty / specific timeline available for following year	
Late May (<i>Early October</i>)	External reviewer list due (4 th - & 6 th -yr reviews)	
Late June (<i>late October</i>)	Materials for external reviewer(s) due	

Mid-August (<i>early January</i>)	Student List & Class Schedule Due (library faculty provide information on class sessions as available)	
August or Early September (<i>January</i>)	Pre-review Meeting with Provost (typically with Dept/Prog/Review Chair) to discuss process	Attend pre-review Meeting; Chair Session with TS&T
September/October (<i>January/February</i>)	Class visitations by TS&T members	Class visits by Chair and Review Committee
Late September (<i>late January</i>)	Internal Review Materials Due (self-evaluation, CV, syllabi, publications, student course evaluations)	Student & External Letters due
Mid-October (<i>mid-February</i>)		Dept/Prog Evaluation due (copy to faculty member)
October 30 (<i>February 28</i>)		Library Faculty Review Form (in order to allow for teaching observation)
November/December (<i>March/April</i>)		TS&T deliberations; Chair meets with TS&T
December (<i>April/May</i>)	TS&T recommendation sent to faculty member & Chair(s)	TS&T recommendation to President
February (<i>June</i>)		Board of Trustees reviews tenure recommendations
February (<i>May</i>)	Letter with full TS&T Review sent to faculty member & Chair(s)	
No later than April (<i>no later than August</i>)	Post-Review Meeting with Provost (and typically your Dept, Program &/or Review Chair)	Attend Post-Review Meeting

* *The timeline for review is more compressed for the Spring because of other TS&T responsibilities. Candidates are encouraged to submit their documentation earlier if they desire.*

Tenure appointments become official when the Board of Trustees meets to confirm recommendations (typically February for fall reviews or October for spring reviews). Faculty with successful promotion may use their new title (Assistant to Associate or Associate to Professor) at the beginning of the academic year following their review when their new contract comes into effect

b. REVIEW MATERIALS

Faculty members under review should compile their full dossier of materials, organized by the categories below, preferably in pdf format, and email it as a zip file to Darlene Berresford (dberresford@wooster.edu). If the nature of the work calls for a hard copy, exceptions can be made.

Materials should include:

- Reflective Self-evaluation

- Curriculum vitae
- Syllabi for all courses taught (candidates may also provide selected assignments and in-class exercises, although these are not required)
- Student course evaluations (one pdf for each course, downloaded from online evaluation system or scanned if hard copy)
- Publications, papers delivered, and other evidence of scholarly work and research accomplishments

c. CLASSROOM VISITS

Normally, three members of the TS&T Committee will each visit one of your classes. If possible, the Provost will also visit a class. Faculty should provide a list of courses that you are teaching and a list of any dates or times that would NOT be appropriate for class visits, such as when tests will be given or films shown. While First Year Seminar (FYS) is not a typical class to observe, given teaching schedules and personal preference, it may make sense to include FYS as one of the courses to be visited if preferred. Faculty should make every effort to provide sufficient dates and times for TS&T members' (and Department/Program members') visits. When they visit, faculty should provide them with any handouts given to the students. TS&T has established the following class visit etiquette, and all members should:

- Schedule visitations well in advance via email.
- Arrive approximately 5-minutes early to avoid disturbing the start of class.
- Choose a seat that allows them to clearly see all areas of the classroom but ideally doesn't put them in an area that might be distracting to the students or Instructor.
- Do their best not to disrupt the class environment by engaging with students or having other distractions (phones will be off, no food, etc. so that everyone's focus will be on the class).
- Not participate in the classroom discussion. Their role is as an observer.
- Take notes throughout, but aim to be as unobtrusive as possible.
- Say a quick "thank you" at the end of class (if the instructor is not busy). More substantive feedback will be provided in writing by TS&T after the review is complete and can benefit from the perspective of multiple TS&T members' observations.

d. REFLECTIVE SELF-EVALUATION

Faculty under review are asked to submit a reflective self-evaluation (4-6 pages) to their department/program Chair(s) and TS&T, in which they are to reflect upon their growth and development as a member of the faculty in relation to the Criteria of Evaluation. The self-

evaluation should be in narrative form (rather than a list) to allow for reflection on goals and progress towards those goals.

i. TEACHING

While no single method of teaching may be described as superior to any other, effective teaching should contribute to students' development of The College of Wooster's Graduate Qualities. The reflective self-evaluation should address the following areas: your effectiveness in introductory and advanced courses, in Independent Study, and in interdisciplinary courses, including FYS (if applicable), to help TS&T understand your qualities as a teacher. TS&T is interested in your understanding of both your strengths and weaknesses, in your approach to courses, and in the results you have achieved in working with students of all backgrounds and abilities.

ii. SCHOLARSHIP

The methods used by any one faculty member to engage in scholarship may differ from those used by another, but all faculty are expected to remain knowledgeable about new developments in their fields and may expand their intellectual interests in new directions. Please provide TS&T with an assessment of your scholarly efforts and accomplishments, as well as your current intellectual interests and any opportunities you have taken to develop your commitment to sustained learning.

iii. RESEARCH

Research is defined as efforts to extend the bounds of knowledge and to share the results both with the professional community at large and with colleagues at Wooster in ways and forms appropriate to a given discipline. Candidates for reappointment or tenure must be capable of systematic exploration and discovery and professional presentation. Please provide TS&T with an assessment of your research efforts and accomplishments, and a sense of the trajectory of your plans for future research.

iv. GENERAL VALUE TO THE COLLEGE

General value to the College includes thoughtful participation on campus to promote a culture of inclusivity and respect for diversity, effectiveness and cooperation among departments and programs, and professionalism in dealing with colleagues and students. Please provide your reflection on contributions you have made on campus and to the enhancement of the institution beyond the campus.

You may also add any other information or comments that you feel may be helpful to TS&T in a holistic review of your contributions to the College. TS&T is also interested in your reflections on issues raised in any previous departmental/program evaluations and letters from TS&T.

e. STUDENT EVALUATION OF COURSES

All faculty submit course evaluations and reflections for at least two courses each calendar year (see above 9.A.2). For faculty under review, TS&T recommends that course evaluations represent the depth and breadth of the candidate's teaching (i.e., evaluations for multiple versions of a single course over time and a variety of courses in the candidates' repertoire). These should be provided as a single pdf per course in the candidate's dossier. See full instructions above under 9.1.G "Process for Submitting Course Evaluations."

Please note that the evaluations of First-Year Seminar that are used for purposes of assessing the program are NOT automatically included in a faculty member's file. Faculty may, however, choose to have these or separate evaluations of the course added to their file. If a faculty member has conducted online evaluations of FYS and would like them to be reviewed, they must authorize their release.

f. OTHER EVALUATIVE STATEMENTS

TS&T will look carefully at statements provided by Wooster faculty and students and by other experts in the faculty member's field.

i. LETTERS FROM WOOSTER COLLEAGUES

If a faculty member has contributed significantly to interdisciplinary programs, team-taught in either a departmental or an interdisciplinary course, or performed extraordinary on an office or campus initiative, they may wish to invite a letter of support from the colleague(s) with whom they have worked. In the interest of respecting faculty time, we encourage candidates to submit no more than two letters from colleagues. Please note that none are required.

ii. LETTERS FROM CURRENT AND FORMER STUDENTS

Faculty for 2nd-year review should submit a list of 6-8 names of students they have worked with during their first year(s) at the College. For subsequent reviews, 10-12 names (and current e-mail addresses) of current and former students they have worked with during the period of review (or have maintained contact with). These names should include students who have completed or who are currently engaged in Independent Study with them and reflect a range of student interests and accomplishments. Faculty should make sure that a majority of the names are new ones for each review. The Provost will contact some of these students for letters evaluating their experience with the instructor. These lists are submitted earlier than other materials to provide time to contact the students and receive their response.

iii. LETTERS FROM EXTERNAL EXPERTS

Statements from external experts are helpful in evaluating faculty performance and potential. External reviewers are contacted by the Provost and requested to comment on the quality of the candidates' scholarly work. At least one external evaluation is expected for faculty during their 4th-year review at the College (usually during the fourth year of service); and at least two evaluations are expected for faculty being considered for tenure and/or promotion to associate professor (usually during the sixth year of service). Faculty members are not expected to have an external evaluation during their 2nd-year review.

Faculty members undergoing their 4th-year review or a tenure and/or promotion review, are asked to submit a list of 8-10 experts in their field who can comment on the quality of their professional work and activity. Faculty are strongly encouraged to include, when possible, colleagues who already hold the same or higher rank as that for which you are applying, and people who have experience in a liberal arts college, as they may have a better idea of the many demands in such a setting. You may also wish to consider someone whose work is tied to your research who does not hold an academic appointment. For each possible reviewer, faculty should include:

- Name and contact information (including current e-mail addresses, and telephone numbers)
- A brief description of why they believe each person is appropriate to evaluate their work, including their area of research and its relation to the candidate's
- An indication of any relationship the faculty may have with the potential reviewer (e.g., met at a conference, served together on a panel, have not met but familiar with my work, etc.).

Faculty should not include their dissertation advisor, members of the dissertation committee, friends, untenured assistant professors, or previous or current collaborators. Faculty are not to contact their reviewers regarding this matter. The Provost will select and contact reviewers from the list to evaluate the materials submitted.

Faculty are asked to send a zip file to Darlene Berresford (dberresford@wooster.edu) with all materials they wish to provide to external reviewers.

These should include:

- Curriculum Vitae
- Published Research
 - articles, book chapters, encyclopedia entries, creative work,
 - e-books (usually available through your publisher)

As applicable, faculty may also wish to include:

- Book Proposals
- Submitted manuscripts (clearly indicating status of submission)
- Grant proposals
- Book Reviews
- Links to digital scholarship

If candidates wish to submit materials in hard copy due to the nature of the work, they should provide copies to Darlene and indicate that they are for external review.

g. CHAIR'S WORKSHOP AND INDIVIDUAL CHAIR MEETINGS WITH TS&T

Early in the review semester, TS&T will hold an informational meeting with Chairs of faculty under review. This is an opportunity to ask general questions about the process and the Department/Program Review document. After TS&T completes their review of each candidate, each Chair will meet with them separately (from other Chairs), to answer any questions that have arisen from the Committee.

h. MEETING WITH MEMBERS OF TS&T (OPTIONAL)

If so desired, the Office of Academic Affairs will be pleased to arrange for a lunch meeting with several of the elected members of the Teaching Staff and Tenure Committee during the semester the candidate is under review to discuss the review process and the faculty member's plans for teaching, scholarship, research, and general participation in the life of the College. This meeting is not a formal part of the review; it is intended to provide the faculty member with the opportunity to meet members of Teaching Staff and Tenure and learn more about the process.

i. NOTIFICATION OF TS&T'S RECOMMENDATION, POST-REVIEW STATEMENT AND MEETING

Typically faculty are notified of TS&T's recommendation by the end of the semester of their review. A full letter detailing TS&T's assessment is sent to the candidate approximately two months after the end of the semester (February for fall reviews; June for spring reviews). This statement, which will be added to the faculty member's review file, will form the basis of the discussion that the Provost will have with the faculty member and their Chair, either jointly or separately.

Additional information about the review process is available from the Academic Affairs website: <https://www.wooster.edu/offices/academic-affairs/resources/review/faqs/>

3. GUIDELINES FOR PROMOTION TO PROFESSOR

Updated February 4, 2019, minor revision April 6, 2020

Faculty at The College of Wooster normally are in their seventh year in rank as Associate Professor when they are considered for promotion to full Professor. Promotion to Professor before the seventh year is possible for candidates based upon exceptional achievement in a career.

Faculty are always welcome to meet with the Dean for Faculty Development to discuss their career trajectories; this can be especially helpful for faculty considering going up for full Professor. At least one meeting with the Dean for Faculty Development a few years in advance of the full Professor application is encouraged.

Each Associate Professor is required to meet with the Provost and with the Chair(s) of their department jointly by the Spring of their 6th-year post-tenure. If an Associate Professor is on leave during the Spring of their sixth year, the Provost will initiate the meeting during the semester prior to the leave. During this meeting, a plan for promotion to Professor will be discussed. (Note: In cases when the candidate is the Chair of the department, or in other special circumstances as appropriate, the Provost, in consultation with TS&T, will appoint an ad hoc representative, normally in the faculty member's department or in the faculty member's academic division, to Chair the review process.)

Candidates for promotion to Professor will be evaluated according to the "Criteria of Evaluation for Reappointment, Promotion, and Tenure" (see Section B.1 above). The College expects that faculty portfolios for promotion to Professor will demonstrate significant and sustained achievements in the areas of teaching, scholarship, research, and general value to the College after those that led to tenure and/or the rank of Associate Professor. Candidates should also be aware of department expectations for meeting the "Criteria of Evaluation."

a. PROCESS & TIMELINE

TS&T normally completes its reviews for promotion to full professor in the spring semester. In its review, TS&T will look carefully at the Departmental/Program Evaluation. Both the Departmental/Program Evaluation and TS&T's recommendation are presented to the President, along with access to the candidate's full file. The President's recommendation then goes to the Academic Mission Committee of the College's Board of Trustees. The full Board approves the final decision on tenure and promotion recommendations.

Each faculty member's electronic Review File is available all of those reviewing the faculty member, and, in the course of the performance of their official duties, to the following individuals: the elected members of the Committee on Teaching Staff and Tenure, the

President, the Provost, and the Dean for Faculty Development. As detailed in the Statute of Instruction (Section 7.B.1.f), faculty may review materials, but do not have access to confidential letters of recommendation, outside reviewer statements, and letters by students written for a faculty member’s review.

A faculty member’s Personnel File (including information about salary, medical leaves, etc.) is only accessible to staff in Academic Affairs and will not be reviewed by TS&T or Review committee members.

General Timeline (specific deadlines vary & will be shared with candidates prior to review)

Promotion Reviews	Faculty Member	Chair & Others
Post-tenure	Associate Professors are welcome to meet with the DFD about their career trajectory and encouraged to meet a few years in advance of submitting materials for Full Professor	
Spring of 6th year post-tenure (or during prior semester if on Research Leave)	Associate Professor required to meet with the Provost and the Chair(s) of their Dept/Program (or Ad Hoc Review Chair)	
August before review for promotion		Memo from Provost outlining specific timeline
Early October	List of potential external reviewers due	
Early November	Materials for external reviewer due (CV, publications, etc.)	
Early January	Student list due	
Late January	Internal review materials due (self-evaluation, CV, syllabi, publications, student course evaluations)	
February		Student & external reviewer letters due
Early March		Departmental/Program Evaluation due (copy to faculty member)
March-April		TS&T Deliberations
April/May		TS&T Recommendation to President (letter sent to faculty member)
May/June	Letter with decision and full TS&T Review sent to faculty member and Chair(s)	President takes recommendation to the Academic Mission Committee of the Board of Trustees
August following review, if recommended and approved	Promotion to Full Professor occurs at Convocation	

b. REVIEW MATERIALS

Faculty members under review for full professor should compile their full dossier of materials, primarily as indicated above for pre-tenure reviews of faculty. Please note the following differences between pre-tenure reviews and the review for full professor:

- No in-class visits are performed by TS&T or department or program colleagues during the review for Full Professor.
- The self-evaluation should reflect on the faculty member's performance regarding the Criteria of Evaluation primarily since the tenure review.
- The Provost will select and contact three reviewers from the list you provide to evaluate your materials.
- The Provost will solicit student evaluations from a broader range of students than in pre-tenure reviews. Faculty should include 7-10 current upper-class students and 7-10 current and former senior students who have engaged in Independent Study or with whom the faculty member has a significant mentoring relationship. Please specify the nature of the mentoring relationship (e.g., sophomore research, academic advising, official or unofficial mentoring). If possible, the former students should consist of a mixture of students from pre-tenure and post-tenure with whom the faculty member continues to maintain a professional relationship. Please avoid including a majority of the student names you provided for previous reviews.
- Student course evaluations are required for the past three years. As with pre-tenure reviews, faculty are encouraged to submit evaluations for a range of their courses, and should comment in their reflective self-evaluation on their progression over the course of their teaching career.
- Typically faculty are notified of TS&Ts recommendation regarding promotion to full professor by the end of the semester of their review. A full letter detailing TS&T's assessment is sent to the candidate approximately two months after the end of the semester.

Additional information about the review process is available from the Academic Affairs website: <https://www.wooster.edu/offices/academic-affairs/resources/review/faqs/>

4. CRITERIA OF EVALUATION FOR LIBRARY FACULTY

The Committee on Teaching Staff and Tenure is charged by The Statute of Instruction with the responsibility of evaluating library faculty for the purpose of renewal of your contract. The Statute of Instruction, IV.9.C.1, states, "The Library Faculty shall be those professionally trained librarians so designated by the Committee on Teaching Staff and Tenure and shall be evaluated according to criteria specified in their contracts." These criteria are:

- Effectiveness as a librarian;
- Professional development and scholarship; and
- General value to the College.

Among these three areas, effectiveness as a librarian is the preeminent value; however, professional development and general value to the College are also essential qualifications of merit.

The following criteria are designed to provide a framework for the overall evaluation of librarians.

- **Effectiveness as a librarian**

- **Work with students, staff, and faculty**

- This could include such factors as:

- Consultation and collaboration with Departments, Programs, or other College constituencies in matters related to library service
 - Accessibility to library users
 - Adherence to professional standards
 - Advocacy for the resource needs of liaison departments and programs
 - Application of established library policy/procedures
 - Promoting awareness and use of library resources and services
 - Participation in library services and programs including general and specialized reference, instruction, and collection development and management

- **Organizational and planning ability**

- This could include such factors as:
 - Effective communication
 - Effective supervision
 - Initiative and resourcefulness
 - Realistic goal-setting and achievement
 - Solicitation of input from colleagues and library users in decision-making
 - Success in working independently and as part of a team of professionals
 - Collaboration with library staff to enhance the library program and services
 - Timely evaluation, acquisition, and organization of library resources

Teaching

This could include such factors as:

- Teaching information fluency skills and concepts (both group and individual sessions)
- Cohesive and logical library instruction sessions and supporting documentation
- Effective communication
- Development and incorporation of appropriate pedagogical approaches

- **Professional Development and Scholarship**

This could include such factors as:

- Investigating new pedagogical approaches
- Advanced coursework or degree pursuit
- Cognizance of the literature and developments in areas of responsibility
- Current knowledge of changes in resources and technology in areas of responsibility
- Holding office in a professional organization
- Innovation and creativity in administering library programs/services
- Mentoring or training of new professionals
- Participation and/or presentations in conferences or workshops
- Use of leaves
- Professional publications
- Serving on consortial or professional committees

- **General value to the College**

This could include such factors as:

- College committee service
- Commitment to the liberal arts
- Contributions to the intellectual growth of the community, both on and off campus
- Contributions to the overall distinction of the institution
- Engagement in co-curricular programs
- Engagement in the life of the campus

5. GUIDELINES FOR REVIEW OF LIBRARY FACULTY

Ranks and frequency of review for Library faculty are delineated in the *Statute of Instruction* (Chapter 1 of the *Faculty Handbook*) under Article IV: Senior Administrative Positions of the College, Section 9 [Librarian of the College] and Library Faculty, C3. Ranks for library faculty.

Library faculty will be reviewed and evaluated by the Librarian of the College and by the Teaching Staff and Tenure Committee (TS&T). The Librarian of the College's Evaluation of the faculty member is submitted to TS&T and a copy is shared with the library faculty member under review. Faculty under review may submit to TS&T a response to that document should they believe it necessary to correct any errors of fact. The Librarian of the College's Evaluation and TS&T's recommendation are presented to the President, along with access to the candidate's full file. The President's recommendation then goes to the Academic Mission Committee of the College's Board of Trustees. The full Board approves the final decision on tenure and promotion recommendations.

Early in the review semester the faculty member under review and the Librarian of the College will meet to discuss the review process. Each faculty member's electronic Review File is available to all of those reviewing the faculty member, and, in the course of the performance of their official duties, to the following individuals: the elected members of the Committee on Teaching Staff and Tenure, the President, the Provost, and the Dean for Faculty Development. As detailed in the Statute of Instruction, (Section 7, B, 1, f), faculty may review materials, but do not have access to confidential letters of recommendation, outside reviewer statements, and letters by students written for a faculty member's review. A library faculty member's personnel file (including information about salary, medical leaves, etc.) is only accessible to staff in Academic Affairs and will not be reviewed by TS&T.

Below are the procedures that the Teaching Staff and Tenure Committee will follow in its review:

a. TIMELINE & DEADLINES

It is critical that all deadlines (candidate, Chair, external reviewers, etc.) in the review process be met to allow for due diligence. Exception to this will be only in rare circumstances, such as the case of an unavoidable emergency. In such a case, arrangements must be made with the review Chair and the Office of Academic Affairs as soon as possible after the emergency is known.

A general timeline for review is the same for all faculty, as indicated above (in Section A, 2, a), except that the Library Faculty Review Form is due later than other Departmental Evaluation forms in order to allow for teaching observations of library instruction. Specific deadlines will vary each year and will be shared with candidates prior to commencing the review.

b. REVIEW MATERIALS

Library faculty under review should compile their full dossier of materials, organized by the categories below, preferably in pdf format, and email it as a zip file to Darlene Berresford (dberresford@wooster.edu). If the nature of the work calls for a hard copy, exceptions can be made.

Materials should include:

- Reflective Self-evaluation
- Curriculum vitae
- Student course evaluations (if applicable), one pdf per course
- Evaluations of professional instruction.
- Publications, papers delivered, and other evidence of performance and service as a faculty librarian.

c. CLASSROOM VISITS

Normally, three members of the TS&T Committee will each visit one instructional class or training session in September/October (January/February for Spring reviews). If possible, the Provost will also visit a class. As class sessions are scheduled, please notify Darlene Berresford, dberresford@wooster.edu. Members of TS&T will let faculty know in advance when they will visit. When they visit, faculty should provide them with any handouts given to the students.

d. REFLECTIVE SELF-EVALUATION

Faculty under review are asked to submit a reflective self-evaluation (~4-6 pages) to the Librarian of the College and TS&T in which they describe their educational philosophy and reflect upon their growth and development as library faculty and their performance in respect to the Criteria of Evaluation. The self-evaluation should be in narrative form (rather than a list) to allow for reflection on goals and progress towards those goals.

i **TEACHING**

While no single method of teaching may be described as superior to any other, effective teaching should contribute to students' development of The College of Wooster's Graduate Qualities. The reflective self-evaluation should address the following areas: an assessment of your effectiveness in library instruction to help TS&T understand your qualities as a teacher. If applicable, you should also reflect on semester-long courses, including FYS, that you have taught. TS&T is interested in your understanding of both your strengths and weaknesses, in your approach to instruction, and in the impacts results you have achieved in working with students of all backgrounds and abilities.

ii. PROFESSIONAL DEVELOPMENT & SCHOLARSHIP

All library faculty are expected to remain knowledgeable about new developments in their fields and may expand their intellectual interests in new directions. Please provide an assessment of your scholarly efforts and accomplishments, as well as your current intellectual interests. You should also reflect upon opportunities you have taken to develop your commitment to sustained learning and provide a sense of the trajectory of your plans for the future.

iii. GENERAL VALUE TO THE COLLEGE

General value to the College includes thoughtful participation on campus to promote a culture of inclusivity and respect for diversity, effectiveness and cooperation among offices, departments, and programs, and professionalism in dealing with colleagues and students. Please provide your reflection on contributions you have made on campus and to the enhancement of the institution beyond the campus.

You may also add any other information or comments that you feel may be helpful to TS&T in a holistic review of your contributions to the College. TS&T is also interested in your reflections on issues raised in any previous departmental/program recommendations and letters from TS&T.

e. OTHER EVALUATIVE STATEMENTS

TS&T will look carefully at statements provided by Wooster faculty and students and by other experts in the faculty member's field.

i. LETTERS FROM WOOSTER COLLEAGUES

If a library faculty member has taught library instruction as part of a course, they may wish to invite a letter from the instructor of the course. In addition, they may invite letters of support from the colleague(s) within and outside the library with whom they have worked.

ii. LETTERS FROM CURRENT AND FORMER STUDENTS

Library faculty should submit a list of ideally 6-10 names (and current e-mail addresses) of current and former students they have worked with during the period of review (or have maintained contact with) who may be able to comment on their work as a librarian. The Provost will contact some of these students for letters evaluating their experience. These lists are submitted earlier than other materials to provide time to contact the students and receive their response.

iii. LETTERS FROM EXTERNAL EXPERTS

Statements from external experts are helpful in evaluating library faculty's performance and potential. External reviewers are contacted by the Provost and requested to comment on the quality of the candidates' scholarly work. Library Faculty are not expected to have an external evaluation during their first review. At least one external evaluation is expected for library faculty during their second review at the College (usually during the fourth year of service); and at least two evaluations are expected for those being considered for Librarian II (usually during the sixth year of service) or Senior Librarian (usually in the 14th year of service). After the 14th year of service, external review letters are not required for library faculty.

Library faculty undergoing their second review or being considered for Librarian II or Senior Librarian, are asked to submit a list of three to five experts in their field who can comment on the quality of their professional work and activity. Library faculty are strongly encouraged to include, when possible, people who have experience in a liberal arts college, as they may have a better idea of the many demands in such a setting. For each possible reviewer, faculty should include:

- Name and contact information (including current e-mail addresses, and telephone numbers)
- A brief description of why they believe each person is appropriate to evaluate their work, including their area of research and its relation to the candidate's
- An indication of any relationship the faculty may have with the potential reviewer (e.g., met at a conference, served together on a panel, have not met but familiar with my work, etc.).

They should not include their thesis or dissertation advisor, members of the thesis or dissertation committee, library faculty with less than seven years of professional experience, or (if possible) previous or current collaborators. Candidates should not contact their reviewers regarding this matter. The Provost will select and contact reviewers from the list to evaluate the materials submitted.

Faculty are asked to send a zip file to Darlene Berresford (dberresford@wooster.edu) with all materials they wish to provide to external reviewers.

- Curriculum Vitae
- Published Research
 - articles, book chapters, encyclopedia entries, creative work
 - e-books (usually available through your publisher)
- Grant proposals
- Links to digital scholarship
- Other examples of professional or scholarly contributions

If candidates wish to submit materials in hard copy due to the nature of the work, they should provide copies to Darlene and indicate that they are for external review.

f. CHAIR'S WORKSHOP AND INDIVIDUAL MEETINGS WITH TS&T

Each semester, TS&T will hold an informational meeting with Chairs of faculty under review. This is an opportunity to ask general questions about the process and the Department/Program Review document. After TS&T completes their review of each candidate, each Chair will meet with them separately (from other Chairs), to answer any questions that have arisen from the Committee.

g. MEETING WITH MEMBERS OF TS&T (OPTIONAL)

If so desired, the Office of Academic Affairs will be pleased to arrange for a lunch meeting with several of the elected members of the Teaching Staff and Tenure Committee to discuss the review process and the faculty member's professional goals and interests. This meeting is not a formal part of the review; it is intended to give the opportunity to meet members of Teaching Staff and Tenure and learn more about the process.

h. POST-REVIEW STATEMENT AND MEETING

After TS&T has completed its review, the Provost will provide the faculty member under review and the Librarian of the College with a written summary of the Committee's review. This statement, which will be added to the faculty member's review file, will form the basis of the discussion that the Provost will have with the faculty member and the Director, either jointly or separately.

Additional information about the review process is available from the Academic Affairs website: <https://www.wooster.edu/offices/academic-affairs/resources/review/faqs/>

6. COURTESY REVIEWS FOR VISITING FACULTY

Visiting faculty are typically observed by Department or Program colleagues who are then able to write letters of recommendation for faculty on the job market. Those who have been at the College for over one year may additionally request a Courtesy Review that involves the Teaching Staff and Tenure Committee. While not required, this review can be valuable for a visiting faculty member wishing to receive more comprehensive feedback regarding their teaching, service, and research accomplishments and trajectory. If you would like to discuss this possibility, please contact the Dean for Faculty Development.