The University of
Puget Sound

School of Business and Leadership

STATEMENT OF PROCEDURES, CRITERIA, AND STANDARDS FOR FACULTY EVALUATION
February 2013

In compliance with, and conformity to, the University of Puget Sound Faculty Code, the School of Business and Leadership (SBL) has established procedures, criteria, and standards for the evaluation of its faculty in the areas of teaching, professional growth, student advising, participation in university service, and community service related to the evaluee's professional interests and expertise.

Procedures
Third-year, Promotion, Tenure and Post-tenure Evaluation
When a member of the faculty of the School of Business and Leadership is being considered for third year, promotion, tenure, and post-tenure evaluation, the head officer will notify the evaluee and all other colleagues of the impending evaluation, including due dates for completing the process. Faculty should familiarize themselves with the portions of the faculty code that relate to evaluation, tenure, and promotion. The evaluee must submit the relevant materials for evaluation to the head officer. These would include:

(1) A statement addressing the categories of teaching, professional growth, participation in university service, student advising,[1] and community service related to the evaluee's professional interests and expertise.
(2) An up-to-date Curriculum Vita
(3) A schedule that facilitates peer visits to the classroom.[2]

When the Director of the School of Business and Leadership or the Director of the Business Leadership Program is the subject of an evaluation, he or she should also address effective fulfillment of administrative responsibilities.

Faculty should become familiar with the evaluee's (1) professional objectives and philosophy; (2) teaching; (3) professional growth (4) advising and (5) university service and community service related to professional interests and expertise. Colleagues members will write letters assessing the evaluee's teaching, professional growth, advising, service, and departmental needs. Faculty members should include a statement in their letters about the dates and classes that they visited as part of the evaluation process.

---

[1] Advising is a criterion for all but tenure review.
[2] A formal interpretation of the Code by the Professional Standards Committee in spring 1993 states that "an evaluation without a reasonable number of class visitations by members of the evaluee's department, school, or program is in violation of the Code." At the minimum this would require more than one faculty member visiting classes at least twice during the period under evaluation.

The head officer will gather the materials submitted by the evaluee (including student evaluations), letters from other colleagues in the School of Business and Leadership, and outside letters (if any). After the information is assembled, the head officer will convene a meeting of all available colleagues to make a departmental recommendation. This recommendation shall be reached through a deliberative process by members of the department other than the evaluee. Deliberations will be based upon the above information considered in light of departmental criteria.

After the department's deliberations, any member of the department may submit an addendum to his/her original letter. The head officer will prepare a written departmental recommendation which will include a summary of the department's deliberations, a list of those who submitted letters, a list of the classes visited by colleagues, and a list of the individuals participating in the deliberative process. This recommendation will be reviewed and signed by all available faculty members who participated in the deliberative process. A final copy of the departmental recommendation will be forwarded to the evaluee. In the case of a closed file, the head officer will also prepare a summary of individual faculty letters and outside letters including any addenda.

The departmental recommendation, together with all written materials used in reaching the recommendation, shall be forwarded to the Faculty Advancement Committee (FAC). If the FAC requests amendments or clarification of the departmental recommendation, the amended departmental recommendation will also be signed by the available faculty who had originally participated in the deliberative process. A copy of the amended departmental recommendation will be forwarded to the evaluee.

When the Director is the subject of evaluation, the other SBL colleagues shall select a colleagues member within the department to perform the functions that the Director would normally perform when acting as head officer.

Alternative Evaluation Procedure for Associate and Full Professors
Faculty members in the rank of associate professors who are not candidates for tenure or promotion and professors in years 5, 15, or 25 of service in that rank may elect with the concurrence of the head officer to have their review conducted by the head officer and the Dean.

First and Second-year Evaluations
Development and effective feedback are important goals of these evaluations. The head officer will solicit feedback from all SBL colleagues members regarding teaching, professional growth, advising, service, and administrative role if relevant. The head officer will then prepare a written evaluation and will meet with the evaluee to discuss his/her performance. The person being evaluated may request that other SBL tenure-line members participate in this discussion. A final copy of the written evaluation will be forwarded to the evaluee and the Academic Vice President. Normally, no further action is taken.

Criteria for Tenure
The University Faculty Code, Chapter III section 3- Evaluation Standards and Criteria section (d) provides the criteria for the awarding of tenure.

Criteria for Promotion
The University Faculty Code, Chapter III section 3- Evaluation Standards and Criteria section (e) provides the criteria for faculty promotion.

Departmental Standards for Evaluation
Teaching
The ongoing pursuit of teaching excellence is of primary importance. The evaluee must demonstrate dedication to and excellence in undergraduate education. The faculty of the School of Business and Leadership realizes that a variety of strategies and techniques can be used to enhance the quality of the curriculum. There are many ways to demonstrate teaching excellence. The following criteria are just some components of high-quality teaching:

> Intellectual challenge and engagement of students
> Guidance of students to meet those challenges
> Careful and timely evaluation of student work
> Flexible teaching strategies that are geared to different learning styles
> Command of the subject
> Clear organization and expectations
> Examinations, assignments, and projects that foster course goals.

A consistent pattern of characteristics such as the above, across classes and semesters, will be regarded as evidence of teaching excellence.

Evaluation will include at a minimum a self analysis by the evaluee, evaluation by colleagues, and evaluation by students.

Self Analysis
The evaluee's self analysis will include a statement of teaching objectives, reflection on teaching effectiveness, and plans for continued improvement in the content and pedagogy of existing courses.

Evaluation by Colleagues
The colleagues will thoroughly examine course materials, observe classes, assess the candidate's self analysis, and review teaching evaluations.

Evaluation by Students
Student evaluations that indicate a consistent favorable pattern, (such as clearly stated expectations, intellectual challenge, clarity of presentation, and thoroughness of evaluation) will be viewed as evidence of teaching effectiveness.

Professional Growth

Excellence in professional growth is also of importance. The School of Business and Leadership values professional growth as an ongoing process by which faculty members sustain their intellectual vitality. Professional growth enables faculty to remain current with new developments in theory, methodology, application, and instruction. Investments in professional growth are necessary for faculty members to be effective in their varied roles as teachers, scholars, colleagues, and university representatives to the community.

Professional growth represents more than efforts to maintain currency in the classroom. It is also a commitment to scholarly discourse. The School recognizes that the faculty is composed of diverse individuals with broad interests and different areas of expertise. A wide range of intellectual activities can serve as indicators of professional growth and these will vary from one faculty member to the next.

We believe the peer-review process provides important corroboration of the contribution of a work to the discipline. Thus peer-reviewed publications provide the strongest evidence of professional growth. Peer-reviewed conference presentations are strong evidence of professional growth. Other activities can also provide evidence of professional growth.

We consider professional growth in terms of three categories: basic scholarship, applied professional development, and instructional development. We believe that these categories are equally valuable; therefore, no hierarchy is implied. Basic scholarship involves intellectual contributions that help shape the nature of scholarly discourse. The direct beneficiaries of these contributions are typically peer scholars. Applied professional development includes intellectual contributions that help channel scholarly discourse to professional managers. These contributions demonstrate a faculty member's ability to disseminate knowledge and expertise to discerning practitioners. Instructional development is characterized by intellectual contributions that help shape the nature of scholarly discourse about instruction. These contributions go beyond mere enhancements to course material, and involve the creation of pedagogical insights and instructional tools that other faculty at UPS, or faculty at other institutions, may use. That is, these intellectual contributions benefit our peer scholar-teachers as well as our students.

It would not be expected that any individual faculty member would be involved in all of the activities itemized below.

Publications

As noted above, peer-reviewed publications in basic, applied, or instructional scholarship provide the strongest evidence of professional growth.

Basic Scholarship

Publication of scholarship in academic outlets provides evidence that a faculty member's intellectual contributions have been favorably endorsed by scholars and have become part of the published record of discourse. Specific examples include:
- o Articles in academic journals

- Articles in proceedings of academic conferences
- Books and book chapters
- Research monographs

Applied Professional Development
Publication in business/trade outlets provides evidence that a faculty member's intellectual contributions have been favorably endorsed by those who publish information of interest to professional managers. Specific examples include:
- Articles on business and organizational concerns in business/trade journals
- Consulting-based research reports published by business/trade publications

Instructional Development
Publication in academic outlets devoted to pedagogy provide evidence that a faculty member's intellectual contributions have been favorably endorsed by teaching colleagues and have become part of the published records of discourse. Specific examples include:
- Publication of articles related to pedagogy in books or journals
- Publication of textbooks suitable for classroom use
- Publication of exercises and case studies in books or journals
- Publication of pedagogical material in conference proceedings

Conferences and Meetings
As noted above, peer-reviewed conference presentations in basic, applied, or instructional scholarship are strong evidence of professional growth.

Basic Scholarship
Professional growth demands continual contact with colleagues. Academic associations and meetings constitute a major channel through which a faculty member draws inspiration and insight from the scholarly discourse of colleagues. Moreover, such gatherings provide opportunities for a faculty member to shape the stream of scholarly discourse. Thus, direct involvement in academic associations and meetings provides evidence that a faculty member is making connections necessary for professional growth. Specific examples include:
- Presentation of papers at academic conferences
- Serving as discussant/chair at academic conferences
- Funded grants or research, and the development of grant proposals
- Sponsorship of research seminars, colloquia, and workshops
- Formal role in the governance of academic associations
- Membership on the editorial board of academic journals
- Serving as reviewer for academic journals and conferences

Applied Professional Development
Professional growth demands ongoing interaction with management practitioners. Such contacts provide opportunities for a faculty member to learn more about the interplay of theory and practice, and to disseminate that learning to interested managers and students.

Thus, direct involvement in business/trade associations and meetings provides evidence that a faculty member is making the connections necessary for professional growth. Specific examples include:

- o Holding key administrative positions in business/trade associations
- o Delivering presentations to business/trade associations and individual organizations
- o Serving as discussant/chair at meetings of business/trade associations
- o Performing a formal role in the governance (e.g., Board of Directors) of business enterprises, public agencies, and community-based organizations
- o Maintaining a professional license or professional certification

Instructional Development

Professional growth in the area of Instructional Development demands contact with teaching colleagues both inside and outside UPS. Such contacts provide opportunities for a faculty member to learn more about new pedagogies, instructional materials, course organization techniques, etc., all of which may result in Instructional Development by a faculty member. Thus, direct involvement in academic meetings that are focused on pedagogy provides evidence that a faculty member is making the connections necessary for professional growth. Specific examples include:

- o Presentation of papers and case studies or serving as discussant/chair at academic conferences devoted to teaching
- o Sponsorship of research seminars, colloquia, and workshops devoted to teaching
- o Formal role in the governance of academic associations devoted to teaching
- o Membership on the editorial board of academic publications devoted to teaching
- o Serving as reviewer for academic journals and conferences devoted to teaching

Other Areas of Professional Growth

As noted above, other activities can also provide evidence of professional growth. These activities alone are not sufficient to demonstrate excellence in professional growth.

Basic Scholarship

- o Editorial reviews in books and academic journals
- o Book reviews in academic journals
- o Attendance at academic conferences
- o Attendance at research seminars, colloquia, or workshops

Applied Professional Development

- o Attending meetings of business/trade associations
- o Participating in community service activities where the faculty member serves in the capacity of an authority on a particular area of business

Instructional Development
- o Development of exercises and case studies for use by colleagues in SBL courses, and by colleagues at other institutions
- o Attendance at academic conferences devoted to teaching
- o Attendance at seminars, colloquia, and workshops devoted to teaching

Advising

A faculty advisor monitors a student's progress through the curriculum, advising the student in his or her responsibility to plan effectively. An advisor also provides information and perspective on courses and their relevance for future career opportunities. An effective advisor therefore must be conversant with university and departmental degree requirements and with the status of advisees and also must be available for student advising during posted hours.

University Service

> "University service refers to faculty activities that are not part of the teaching, professional growth, and advising functions, but that advance the mission of the university. Activities under this rubric include (but are not limited to): contributing to university governance, serving the department or academic program, participating in co-curricular programs, promoting intellectual and cultural vitality on campus, and helping convey the nature and purpose of this institution. Individual faculty members need not participate in all areas, but they should be actively engaged in university service. Though important, the extent and quality of university service carry less weight than the criteria of teaching and professional growth."[3]

At the department level, a faculty member is normally expected to participate in curricular development, to attend departmental faculty meetings, to serve on departmental committees, and to assist in the hiring and evaluation of colleagues. Additional venues of departmental service in which a colleague might participate include developing and maintaining mentorships, writing departmental documents (such as policy statements, curriculum reviews, and accreditation reports), arranging outside guest speakers, and serving as faculty advisor to student groups, such as Alpha Kappa Psi or the investment club.

Administrative Responsibility

The Director of the School of Business and Leadership and the Director of the Business Leadership Program are colleagues members appointed by the Dean of the University after consultation with the SBL faculty. Administrative responsibilities are an important component of these two positions. Thus the individuals who serve in these roles must demonstrate effective leadership.

---

[3] Faculty Evaluation Criteria & Procedures 2012-2013, Part IV. University Service.

The Director of the School of Business and Leadership will be evaluated based on his/her overall effectiveness in managing the School of Business and Leadership. Among his/her specific responsibilities are general and daily administration of the SBL, university and public relations, office operations and academic support, budget administration, curricular oversight and coordination with other academic programs, and recruitment of faculty and students.

The Director of the Business Leadership Program will be evaluated based upon his/her overall effectiveness in managing the Business Leadership Program. Among his/her specific responsibilities are recruiting high quality students, advising the freshman class, overseeing the mentor program and the evening seminar series, assisting students with their required internships, and chairing the BLP Faculty Committee.

Community Service

Consideration should be given to service outside the university that is related to professional interest and expertise and which enhances a person's value to the university. Community service related to professional interests and expertise is one of the criteria identified in the Faculty Code for promotion. Community service can enhance the reputation of the university, contribute directly to the professional growth of a faculty member, and add significantly to the mission of the university. Community service that enhances the reputation of the university or adds significantly to the mission of the university can also contribute to university service.

Community service activities will vary among individuals, depending upon their interests and the manner in which they choose to apply their expertise to community needs. Individuals should choose those community activities appropriate to their interests and expertise.

Community service is a shared enterprise, and thus an individual's contribution may be difficult to measure. The evaluee should include a description of any community service activities related to professional interests or expertise in the evaluation file.