

## **Executive Summary of Probationary and Temporary Faculty Performance Review and Evaluation Policy Changes**

The new SRU Policies and Procedures for Probationary and Temporary Faculty Performance Review and Evaluation include a number of changes from the previous policy, including changes to how candidates are evaluated, procedures for the evaluation, and changes to the Collective Bargaining Agreement which is the source document for local policies. The following is a list of the most significant changes as they appear in the Probationary and Temporary Faculty Performance Review and Evaluation Policy, however all probationary faculty, temporary faculty, and evaluators are encouraged to read the new policy in its entirety as well as Articles 12 and 14 in the CBA. The pages indicated with each bullet refer to the Policies and Procedures for Probationary and Temporary Faculty Performance Review and Evaluation (approved in 2021).

- The first year probationary evaluation can be either a verbal formative evaluation or a written evaluation. Any of the following can choose to move from the default verbal format to the written: faculty member, department evaluation committee, department chair (local policy pp. 4, 15, 26, 28, 30, 32).
- During the fifth year, all probationary faculty must apply for tenure. There is no longer a separate fifth-year probationary evaluation (local policy pp. 3, 4, 23).
- A detailed discussion of the narrative as well as guidance for crafting a strong narrative are now included (local policy pp. 4-5).
- Areas of Evaluation added to Effective Teaching to assist applicants in crafting narratives that better capture their excellence and to assist evaluators in more consistently determining excellence (local policy pp. 6-9).
- An enhanced list of potential, unranked scholarship evidence to show support for diverse areas of continuing scholarly growth and professional development (local policy pp. 9-11).
- Boyer's Categories of Scholarship (1990) added to Continuing Scholarly Growth and Professional Development to assist applicants in positioning their scholarly production in ways that show connections and relevance to accepted views of scholarship across higher education (local policy p. 11).
- Areas of Evaluation added to Continuing Scholarly Growth and Professional Development to assist applicants in crafting narratives that better capture their excellence and to assist evaluators in more consistently determining excellence (local policy p. 12).
- Areas of Evaluation added to Service to assist applicants in crafting narratives that better capture their excellence and to assist evaluators in more consistently determining excellence (local policy p. 14).
- Clarification that student surveys are required for all regular classes in a faculty members load, including Fall and Spring semesters for 9-month faculty and Fall, Spring, and Summer semesters for all 12-month faculty (local policy pp. 16, 19, 20, 23).
- For Spring Hires, the evaluation cycle for Year Two and forward begins in the second fall semester after hire (local policy p. 18).
- The third-year evaluation must contain the Year Two full performance review and Year One full performance review (if written) (local policy p. 20).
- The fourth-year evaluation must contain the Year Three full performance review, Year Two full performance review and Year One full performance review (if written) (local policy p. 22).
- Specific instructions added for temporary faculty evaluations (local policy pp. 24-25).