

Slippery Rock University

Policies and Procedures for Probationary and Temporary Faculty Performance Review and Evaluation

Revised 2021

Probationary and Temporary Review Revision Committee

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Signed: **September 1, 2021**



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This is an Administrative Guide for the Probationary Performance Review Process.
If there is conflict between this guide and the Collective Bargaining Agreement (CBA), the CBA will apply.

See Article 12 of the CBA:
Performance Review and Evaluation of Faculty
NB: References CBA July 1, 2019-June 30, 2023

The SRU Evaluation Dates and Requirements Chart can be located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies. Dates are also listed throughout the CBA.

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An Overview of the Slippery Rock University Probationary and Temporary Faculty Member's Performance Review and Evaluation

The process of Faculty evaluation is perceived broadly as a means for extending opportunities for continuous professional development. The processes are intended to be supportive of a Faculty Member's desire for continuing professional growth and academic excellence. All Faculty Members are entitled to honest feedback. Recognizing the teaching focus of our Universities, and in support of the success of our students, performance evaluations should reflect the emphasis on teaching and fulfillment of professional responsibilities while valuing continuing scholarly growth, professional development, and service. With this orientation, Faculty evaluation will be a contributor to the ongoing improvements of the academic programs of the Universities.

The parties will work to ensure that Faculty Members have clarity around expectations regarding department/discipline-specific norms for continuing scholarly growth and professional development, and service within the State System. Throughout the five-year probationary period or temporary appointment, Faculty Members shall maintain their own professional file to be used for their annual review and evaluation. Probationary and temporary review, as well as other Faculty milestones, are submitted through the University's digital process.

Faculty must assume the burden of providing evidence that all three categories for performance review and evaluation are addressed. The categories for performance review and evaluation are effective teaching and fulfillment of professional responsibilities, continuing scholarly growth and professional development, and service. For faculty whose basic responsibilities lie outside the classroom, the duties and responsibilities of the position will be evaluated in place of Effective Teaching. For faculty with mixed workload, both effective teaching and duties and responsibilities of the position will be evaluated. For Temporary Faculty, continuing scholarly growth and professional development and service expectations are commensurate with their assigned workload and the temporary nature of their position. The evaluation of Faculty Members teaching distance education courses shall follow the same procedures and practices that apply to regular classroom courses.

The Faculty Member will be evaluated by the Department Evaluation Committee, Department Chairperson, the Dean/Associate Provost/Manager, and the President or their Designee. This document includes specific procedures for each year of probationary or temporary review. It also addresses procedures for Department Chairpersons, Department Evaluation Committees, Dean/Associate Provost/Managers, and the President/Designee. At the end of the document in Appendices A, B, and C are examples of evaluation forms and a document checklist.

Policies and Procedures for Probationary Faculty

Newly appointed Tenure-Track Faculty will have probationary status for a period of five (5) years, culminating in the fifth-year application for tenure. Each year during the probationary period, a performance review will be conducted for the purpose of specifically appraising each Faculty Member's progress toward tenure (Articles 12 and 14).

First year probationary reviews will be either a verbal qualitative assessment or a formal written evaluation as determined by the Department Chairperson or the Department Evaluation Committee, unless the Faculty Member stipulates a formal written evaluation (Article 12).

In the third year, each Faculty Member's performance during the first three years will be reviewed by the Department Chairperson, Department Evaluation Committee, and the Dean/Associate Provost/Manager and will include specific suggestions and statements concerning their progress toward tenure.

In the fifth year, a Faculty Member should apply for tenure. Tenure is the right of a Faculty Member to hold his/her position and not be removed except for just cause. Tenure recommendations occur as a function of the judgment of designated peers about the quality of the performance of a Faculty Member for tenure. The granting of tenure shall indicate that the Faculty Member has met a standard of performance expected by the department and the University as demonstrated by the tenure application. In order to earn and be granted tenure, the procedures and performance categories must be followed. See the *Policies and Procedures for Tenure* policy and Articles 14 and 15.

The Evaluation Dates and Requirements Chart (located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies and can be found within the CBA) references dates for the probation and tenure process.

Policies and Procedures for Temporary Faculty

During the temporary appointment period, a performance review and evaluation will be conducted for each Temporary Faculty Member for the purpose of specifically appraising each Faculty Member's contributions to the University. The Evaluation Dates and Requirements Chart (located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies; dates are also listed throughout the CBA) references dates for the evaluation process.

Narrative

The narrative is an essential tool to contextualize Faculty Members' accomplishments and will become, arguably, the most important part of the evaluation and review process. It plays a vital role in allowing Faculty Members to describe their effective teaching and fulfillment of professional responsibility, continuing scholarly growth and professional development, and service. It allows Faculty Members to develop a storyline behind their actions, ensuring that no single success or disappointment is left to represent them without context. The narrative helps evaluators to see Faculty Members in a holistic fashion. Since future tenure and promotion decisions rest with the professional judgment of Faculty colleagues, the administration, and the President, a carefully crafted narrative provides important context and guideposts for their review.

Faculty should prepare their narrative knowing that it is the primary way through which reviewers will be evaluating their work, and that the evidence supplied in the report supports the claims made in the narrative. The Faculty Member should try to establish as many connections as possible. Connections made between teaching and continuing scholarly growth, continuing scholarly growth and service, teaching and service, or across all three, corroborate Faculty Member's focus on excellence and

general planfulness in pursuing their careers. Faculty Members should explain and clarify their roles and the contributions to the institution, profession and/or community.

Faculty should consider their narrative as the way to highlight accomplishments, address concerns, and set goals for necessary improvement. The narrative should link to evidence, with parallel structure so readers can easily follow statements and evidence. Using themes, perhaps most simply the three Faculty hallmarks of teaching, continuing scholarly growth and professional development, and service, will help organize and contextualize accomplishments for the reader.

The narrative is also an opportunity to communicate with reviewers outside Faculty Members' fields, helping them to understand the significance of the work to their discipline. It can help reviewers to appreciate accomplishments by explaining the significance or impact of presented work. Faculty should provide readers with some background about the significance of their professional contributions, and, as appropriate, the rigor and/or selectivity involved in continuing scholarly growth and professional development as well as service.

Throughout the narrative, Faculty should explain their work and how they are meeting the requirements of their department and the University. Faculty should provide examples, statistics, and other documentation explaining how their position contributes to the functioning of the students, department, and field. Faculty should use the narrative as a chance to describe any extenuating circumstances that affected their progress and explain specific contributions that otherwise might not be clear to the reviewers.

Effective narratives will vary in length depending on the probationary year or the duration of temporary appointment being evaluated. Faculty in their first year will only have one semester's worth of work to evaluate, while Faculty who are in their fourth years may use their probationary review narratives as templates for promotion and tenure. Faculty should focus on the key aspects of teaching, continuing scholarly growth and professional development, and service without emphasizing minutiae. Narratives that are too short tend to struggle to provide enough context to evaluate the quality of the report, while those that are unnecessarily long tend to cause key elements of quality to become lost in the quantity of what is written.

Categories for Performance Review and Evaluation

The following categories shall serve as the uniform system-wide basis for the evaluation of Faculty Members. The categories listed below shall be applied in the performance review and evaluation of Temporary Faculty and Probationary Non-Tenured Faculty. For Temporary Faculty, continuing scholarly growth and professional development and service expectations are commensurate with their assigned workload and the temporary nature of their position. Under each category are listed some examples of data upon which judgments can be made of the Faculty Member's performance relative to a given category. When evaluating the data, the appropriate evaluator(s) shall give greater weight to the quality of the performance reflected in the data than to the quantity of the data.

I. Effective Teaching and Fulfillment of Professional Responsibilities

Evaluation of Effective Teaching and Fulfillment of Professional Responsibilities will be based on the variety of materials submitted as supporting evidence in the report and the discussion of these materials in the narrative. Depending on the work assignment, this evaluation will be based on the following three categories as outlined in the CBA Effective Teaching and Fulfillment of Professional Responsibilities (Article 12). Faculty Members may also find helpful information about workload in Article 23.

- A.** For Teaching Faculty, the category is Effective Teaching and Fulfillment of Professional Responsibilities. (See section A below.)
- B.** For Faculty whose basic responsibilities lie outside the classroom, the category is the duties and responsibilities of the position and Fulfillment of Professional Responsibilities. (See section B below.)
- C.** For Faculty with mixed workloads, the category is Effective Teaching, the duties and responsibilities of the position, and Fulfillment of Professional Responsibilities. (Sections A and B below.)

A. Teaching Faculty

Teaching is defined as the interaction that occurs between a Faculty Member and a student during which the student has the opportunity to learn, the student is enabled to learn, and/or the student is motivated to learn. Teaching occurs through both the delivery of formal course content and through interactions that are independent of coursework. Faculty will provide evidence that **may** include, but need not be limited to, the following areas of effective teaching:

Areas of Evaluation

1. Instructional Design: Design will be evaluated based on the ability of Faculty to:
 - a. design effective instructional experiences and strategies necessary to foster student engagement and induce learning. Toward this end, Faculty should consider using (and explicitly identify in the narrative) high impact practices. This includes service learning, undergraduate research, global learning, collaborative learning, diversity learning, and writing-intensive activities, as well as powerful pedagogies, such as, but not limited to, Reacting to the Past, LGBTQI+, and experiential learning.
 - b. design and utilize multiple valid, reliable, and authentic means to assess student learning.
 - c. clearly communicate objectives, expectations, and/or assessment tools via instructional materials.
2. Instructional Delivery: Delivery will be evaluated based on Faculty's ability to:
 - d. clearly communicate information, concepts, and techniques.
 - e. engage students.
 - f. promote or facilitate learning.
3. Innovation in Teaching: An important activity of the successful teacher should be to experiment with new or different teaching methods to match the ability and

interests of students with the changing needs of the curriculum, market, and/or needs of the communities.

4. Instructional Management: Instructional Management will be evaluated based on the quality of execution of logistic and record keeping duties involved with teaching. This includes, among other things, timely distribution of quality feedback to the student.
5. Engagement in Assessment and Accreditation efforts: Document and explain the Faculty Member's participation in the continuous assessment and accreditation cycle inclusive of assessment planning and development, data collection, evaluation and analysis, action planning, and resource allocation.

The following are evidence that **must** be included in the performance review and evaluation for face-to-face, hybrid, and distance education Faculty:

1. Student Surveys of Course Effectiveness for all courses that comprise the regular contractual academic assignment (excluding overload) per the University official record.
 - a. It is the responsibility of each Faculty Member to ensure that Student Surveys of Course Effectiveness are administered for all courses taught as per the official University record noted above and that both summaries of these surveys and student comments are included in their report. If Student Surveys of Course Effectiveness are not included for all courses, Faculty must acknowledge this fact and explain why these were not included.
 - b. *Note: To ensure student privacy, the following shall apply: (1) Department of Art: each studio course within the 200-400 level shall be assigned one course number for student evaluation purposes; (2) Department of Music: each applied music area and each music ensemble within the 100-400 level shall be assigned one course number for student evaluation purposes; (3) Department of Dance: each combined technique class (Modern, Jazz, Ballet, etc.) shall be combined for student evaluation purposes. Faculty Members may want to indicate in their narratives that they are using combined sections to provide a framework for their student survey outcomes.*
2. Peer/Chairperson classroom observation reports of teaching done by each Faculty Member's Department Evaluation Committee members and Department Chairperson, on the approved form. The number of observations required is specified in each probation year section.
3. A representative sample of course syllabi and other student materials, such as assignments, assessments, etc.

B. Faculty Members Whose Basic Responsibilities Lie Outside of the Classroom

For all Faculty whose basic responsibilities lie outside the classroom, the duties and responsibilities of the position will be evaluated in place of Effective Teaching.

The following are evidence that must be included:

1. An official job description that will be the basis of the evaluation (Article 12).
2. A substantiated narrative by the Faculty of their abilities in meeting responsibilities of the position as described in the official description.

C. Faculty Members with Mixed Workloads

When Faculty teach courses and have responsibilities outside of the classroom for which they receive an alternate work assignment or course release (including contractual or non-contractual reassigned workload), effective teaching coupled with the duties and responsibilities will be evaluated collectively (see sections I.A and B above).

Chairpersons will be judged based on the performance of position obligations as laid out in the CBA Article 6. Administrative tasks carried out above and beyond those required by the course release agreement and CBA should be considered continuing scholarly growth and professional development and/or service.

B. Fulfillment of Professional Responsibilities

This category involves the execution of professional responsibilities. Fulfillment of professional responsibilities will be assessed as part of the full performance review by the Department Evaluation Committee, Department Chairperson, and Dean/Associate Provost/Manager. Faculty Members should also provide evidence of their performance of these basic responsibilities. The Department Evaluation Committee, the Department Chairperson, and the Dean/Associate Provost/Manager will use their respective evaluations to indicate to what extent Faculty have met professional responsibilities which include, but need not be limited to the following:

- provides quality student advisement
- provides prompt, and when possible, advance reporting of any changes in class hours or classrooms assigned
- prepares for and meets assignments, with timely notification to the proper authority in case of absence
- maintains office hours in accordance with Article 23
- fairly evaluates and promptly reports student achievement
- reports promptly and in advance, if possible, absence due to illness
- accepts those reasonable duties assigned within the field of competence
- preserves and defends the goals of the University with the right to advocate change
- recognizes and attempts to meet department goals and stated standards of performance with

the right to advocate change

- willingly accepts University, college, or department work assignments
- completes University, college, or department work in a timely manner, and at a high level

If the Department Chairperson or Department Evaluation Committee indicates that a Faculty Member has failed to meet these basic responsibilities, evidence must be included to verify the finding. Generalities are not acceptable for judging fulfillment of professional responsibilities.

II. Continuing Scholarly Growth and Professional Development

Continuing scholarly growth and professional development are valued in that these efforts enhance the educational experience, enliven the intellectual climate on campus, provide external funding to support the educational mission of the institution, aid the community, and provide opportunities for students to grow as scholars, professionals, and citizens. All reviewers should recognize the University's role as a teaching University. Reviewers will recognize, consider, and appropriately reward Faculty who commit to the time-consuming processes of student and/or community engagement in continuing scholarly growth and professional development.

Scholarship is defined as the discovery, integration, application, and/or advancement of knowledge through research, creative accomplishment, community engagement, and/or professional endeavor, as well as sharing the results of those activities. Scholarship should be related to one's discipline, designed to enhance the educational experience within the discipline, and/or the Faculty Member's teaching professional responsibilities. Scholarship also includes professional growth and recognition and is often used to help the community members solve problems and/or meet needs.

Professional development is the engagement in teaching and program enhancement that Faculty undertake for developing and improving skills to better meet the needs of students, curriculum and the University.

The CBA and local agreements between Slippery Rock University's administration and Faculty recognize continuing scholarly growth and professional development occur through diverse activities (see Article 12). Faculty will provide evidence that may include, but need not be limited to, the following non-prioritized list (nor are ALL items expected to be included):

- development of experimental programs (including distance education);
- papers delivered at regional, national, or international meetings of professional societies;
- regional and national awards related to the discipline;
- offices held in professional organizations;
- invitational lectures given;
- participation in panels at regional, national, and/or international meetings of professional organizations;

- grant acquisitions, submission of grant applications or proposals (external, PASSHE, internal);
- editorships of professional journals;
- participation in juried shows and/or premier performances;
- program-related projects;
- quality of musical or theatrical performances; reviewed musical, dance, literary, or theatrical performances, exhibition, production, and/or publication of electronic media;
- participation in one-person or invitational shows;
- consultantships;
- research projects and publication record (or accepted for publication--substantiated by letters of acceptance);
- additional graduate work beyond the minimum requirements for the rank;
- contribution to the continuing scholarly growth or professional development of one's peers;
- performance of accreditation work that leads to professional development;
- innovations in teaching, advising, and/or initiatives that enhance student success;
- inter-University and intra-University program development;
- obtaining or maintaining professional licensure/certification relevant to one's discipline;
- participation in teaching-related professional development;
- evidence (tangible product) of long-range or sustained research that has not yet yielded a publishable result but is consistent with the Faculty Member's chosen path of research (e.g. longitudinal research resulting in a data set or a record of peer-reviewed grant writing);
- development/presentation of workshops, panels, institutes, seminars, meetings, and so forth in areas of professional competence;
- testimony of experts in the discipline or related professional expertise;
- exhibitions;
- scholarly participation in panels at national, regional, and/or international meetings of civic organizations;
- participation in organized workshops, institutes, seminars, symposia, short courses, etc. related to professional expertise;
- participation in professional organizations that advance a professional field or discipline;
- refereeing manuscripts or grant proposals submitted to journals, professional meeting committees, and so forth;
- using professional expertise for the creation, modification, and/or dissemination of services, intervention programs, training programs, formal policies, legislation, and/or other public policy solutions aimed at helping SRU's stakeholders and communities;
- collaboration with and/or participation in community organizations or activities in which there is significant use of one's expertise;
- public presentation of scholarly knowledge for academic or applied professional purposes;
- articles, performances, productions, and exhibitions produced by students under the supervision of the Faculty Member;
- Faculty creation of data, policy analyses, resource guides, technical reports, research reports policy memorandum, and other analytical products that apply Faculty expertise to benefit the common good of the community and other stakeholders;
- the presentation of expert knowledge for applied professional and/or public service purposes;
- the undertaking of a program evaluation to assess and/or ensure the success of a program at

- mitigating a community’s social problems;
- significant pedagogical contributions (e.g., materials and activities) in the form of new methods of teaching innovative curriculum structures;
- establishing rigorous frameworks for peer and student review of teaching, mentoring, research, applied scholarship, and/or community engagement;
- other activities that advance knowledge, synthesize knowledge, apply knowledge, and/or disseminate knowledge, including maintaining professional licensure;
- and any other data agreed to by the Faculty and Administration at local Meet and Discuss.

The listing of acceptable forms of evidence of continuing scholarly growth and professional development does not indicate a hierarchy of value for advancement. Additionally, the explicit enumeration of acceptable forms of evidence in the list above shall not be construed to deny or disparage the existence of other acceptable forms of evidence. For example, the CBA accepts, “participation in juried shows and/or premier performances,” but does not address the creation of juried shows or premier performances. Reviewers should accept “creating a juried show” as evidence of continuing scholarly growth and professional development.

This non-comprehensive list of acceptable evidence includes activities and artifacts that cover the four of Boyer Categories of Scholarship: Discovery, Integration, Application/Engagement, and Teaching and Learning (Boyer, 1990). As such, acceptable evidence of continuing scholarly growth submitted for review should represent at least one of the four categories of scholarship. Boyer defines the four categories as follows:

Boyer’s Categories of Scholarship (found in Boyer, E. L. (1990). <i>Scholarship reconsidered: Priorities of the professoriate</i> . Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.)	
Type of Scholarship	
Discovery	Original research that advances knowledge
Integration	Synthesis of information across disciplines, across topics within a discipline, or across Time
Application/Engagement	Use of knowledge to solve problems in any number of domains (social, political, economic); putting knowledge to work; moving from theory to practice, and from practices back to theory
Teaching and Learning	Systematic study of teaching and learning; the transmission of knowledge for the benefit of external audiences and to enrich practices in higher education

The discussions of Boyer’s Categories of Scholarship serve to alert both the Faculty and reviewers that the CBA and local agreements accept a wide array of artifacts as evidence

of continuing scholarly growth and professional development. In other words, scholarship extends well beyond traditional journal article, chapter, and book publication. Note, too, that the CBA does not prioritize or favor specific (acceptable) forms of evidence of continuing scholarly growth and professional development.

Areas of Evaluation

Faculty are not required to classify each piece of evidence of continuing scholarly growth and professional development according to the four Boyer categories mentioned above. However, classifying the activities may help focus evaluations on the appropriate characteristics. When assessing the quality of continuing scholarly growth and professional development, reviewers should analyze one or more of the following features of activities:

1. Complexity and intellectual rigor of the activity or artifact.
2. The time commitment invested in the creation of the activity or artifact.
3. The quality of the writing. Writing should meet professional standards, communicate effectively, and be logically consistent.
4. The ability of the activity to advance discipline, teaching, and/or professional knowledge and/or otherwise have the capacity to meet the goals served by discovery, integration, application, and/or teaching.
5. The extent to which Faculty provide student growth opportunities through their continuing scholarly growth and professional development.

III. Service: Contribution to the University and/or Community

Service is defined as voluntary, elected, and/or appointed activities that contribute to the internal community, external community, institution, and/or profession. Faculty should be a part of the University community and participate in service to the shared governance and operations of the institution. Moreover, the impact of Faculty service should be primary in the evaluation of this category, as the best service is not mere participation but expressions of dispositions of leadership, initiative, application of expertise, and/or sustained commitment to achieve a collaborative purpose. Projects for which Faculty have received an alternative work assignment or specific compensation from the University (i.e., a release from teaching, monetary reward, or waiver of other contractual duties) shall not be considered “service.” Indeed, excellent service often complements and helps advance teaching and/or continuing scholarly growth and professional development, but while frequently related, it is distinct from those other areas of evaluation (Article 12).

Note that Faculty will provide evidence that may include, but is not be limited to, the forms of evidence of accomplishments listed below. The listing of areas or forms of evidence of accomplishment does not indicate a hierarchy of value for advancement.

- **Internal Community Service and Engagement** - Significant (non-course, non-program) advising, mentoring and/or management contribution to student

organizations or activities; and/or significant contribution to internal community service and/or engagement.

- **External Community Service and Engagement** - Evidence of accomplishment in this area includes voluntary contributions to professionally based, community-engaged organizations that are reasonably related to one's discipline and/or expertise. Evidence of community service includes but is not limited to efforts at establishing mutually beneficial (reciprocal) partnerships with the community that seek to increase community leadership and/or capacity for solving problems; meeting community needs by supervising or mentoring community engagement activities; development of internship programs; implementing intervention programs; training community members and groups; and/or significant contribution to external community service and/or engagement.
- **Institutional Service** - Evidence of accomplishment in this area includes the quality of voluntary service to:
 - Department/Program – development of new course(s) or program(s); quality of curriculum development; documented participation in the assessment and accreditation cycles; committees; advisory boards; training or assisting other Faculty Members in the use of distance education technology and other processes; mentoring of Faculty Members to guide them during the tenure and promotion processes; development of internship programs; and/or significant contribution to department/program service other than covered in items above.
 - College – committees; advisory boards; development of new course(s) or program(s); quality of curriculum development; training or assisting other Faculty Members in the use of distance education technology and other processes; and/or significant contribution to college service other than covered in items above.
 - University/APSCUF - committees, advisory boards, colloquia, and/or task forces; participation in college or University governance or on APSCUF committees; training or assisting other Faculty Members in the use of distance education technology and other processes; special individual assignment; delivery of training to other Faculty Members that leads to improved teaching effectiveness, research, or service; development of new course(s) or program(s); quality of curriculum development; and/or significant contribution to University governance other than covered in items above.
 - PASSHE - committees, advisory boards, colloquia, and/or task forces; and/or significant contribution to the State System other than covered in items above.
- **Professional Service** - Evidence of accomplishment in this area includes the quality of voluntary service to professional organizations such as committee work and other responsibilities that contribute to the function, advancement, and/or maintenance of the organization, service to governmental agencies related to the area of expertise; and/or

significant contribution to professional service other than covered in items above.

ALL areas and evidence items listed above are NOT expected to be included. Note also that the listing of a form of evidence of accomplishment in one of the areas above does not preclude its inclusion under another area.

Areas of Evaluation

When assessing the quality of service, reviewers should analyze one or more of the following features:

1. Complexity and intellectual rigor of the service.
2. The time commitment invested in the service.
3. The professional quality of any artifacts and/or activities designed and/or implemented as a result of the service.
4. The ability of the person serving to meet the goals of the service activities.
5. The magnitude/importance of the service activities for the group served.

The First-Year Probationary Faculty Member's Responsibilities for the Annual Probationary Review Process

For first-year Probationary Faculty Members, the Department Evaluation Committee and Department Chairperson will provide a verbal qualitative assessment intended to provide feedback regarding performance (formative evaluation) to the Faculty Members using the criteria in Article 12. This formative evaluation shall not be in writing and will not be used in later evaluations.

- In the case of the use of a formative evaluation in the first year, the Department Chairperson, Department Evaluation Committee members, and the Faculty Members shall provide notice by **February 7 (September 30 for January hires)** to the Dean/Associate Provost/Manager and President that the department formative evaluation has occurred in accordance with Article 12. This notice shall include a statement indicating renewal. The department must follow the formal written process in Article 12 in cases of non-renewal.
 - If a Department Chairperson or the Department Evaluation Committee deems that a formal written evaluation is required for a first-year Faculty Member or if the first-year Faculty Member desires a formal written evaluation, the procedures below will be used.
- Notice from the Department Chairperson to the Faculty Members or from the Faculty Members to the Department Chairperson must be provided no later than by **November 15 (April 15 for January hires)** indicating the desire for the formal evaluation.
- Submit first-year Probationary Report to the Department Evaluation Committee and Department Chairperson by **the first working Monday in January (September 1 for January hires)**.
- As written in Article 12, the Department Evaluation Committee and Chairperson shall provide Faculty Members with a reasonable opportunity to discuss their evaluations and recommendations.
- Probationary Faculty Members may provide a written response to the Department Committee, the Department Chairperson, and/or Dean/Associate Provost/Manager evaluation and such response will be appended to the evaluation portfolio.

Faculty must update and maintain their professional report throughout the five-year probationary period. For verbal qualitative assessment (formative evaluation) or formal written evaluation, Faculty Members will have collected and will have available to view the following materials:

- A. The Narrative (required for formal written evaluation)
- B. Current Curriculum Vita
- C. Peer classroom visitation:
 - 1. Schedule two peer classroom visitations with the Department Evaluation Committee:
 - a. By **November 15** if the Faculty Member was hired in August.

- b. By **April 15** if the Faculty Member was hired in January.
 - 2. For formal written evaluation, include two peer classroom visitation evaluations from the first semester in the first-year probationary report.
 - 3. Schedule two peer classroom visitations with the Department Evaluation Committee in the second semester of the first-year to be included in the second-year probationary report.
 - 4. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).
- D. Department Chairperson classroom visitation:
 - 1. Schedule one Chairperson classroom visitation:
 - a. By **November 15** if the Faculty Member was hired in August.
 - b. By **April 15** if the Faculty Member was hired in January.
 - 2. For formal written evaluation, include the Chairperson's classroom visitation evaluation in the first-year probationary report.
 - 3. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).
- E. Student Surveys of Course Effectiveness:
 - 1. Arrange for a colleague to administer student surveys for ALL courses that comprise the regular contractual academic assignment (excluding overload) per the University official record for the first semester.
 - a. By **November 15** if the Faculty Member was hired in August.
 - b. By **April 15** if the Faculty Member was hired in January.
 - 2. For formal written evaluation, include both summaries and comments from ALL student surveys from the first semester in the first-year probationary report. Otherwise, they are included in the second-year probationary report.
 - 3. Student surveys are **REQUIRED** for ALL courses that comprise the regular contractual (Fall and Spring for 9-month Faculty and Fall, Spring, and Summer for 12-month Faculty) academic assignment (excluding overload) per the University official record for ALL semesters leading to tenure.
- F. A representative sample of course syllabi and other student materials, such as assignments, assessments, etc.
- G. An official position description for non-teaching responsibilities.
- H. Evidence of fulfillment of professional responsibilities as explained in the categories for performance review and evaluation.
- I. Evidence of continuing scholarly growth and professional development as explained in the categories for performance review and evaluation.
- J. Evidence of service as explained in the categories for performance review and evaluation.

For first-year Probationary Faculty Members who are renewed for a second year, student evaluations from both semesters of the first-year and classroom observations from the second semester of the first year, will be included in the second-year evaluation. Inclusion of the Chairperson classroom observation from the first semester is optional.

Probationary Faculty will receive renewal/non-renewal notice from the President by **April 1** (August hires) or **November 15** (January hires). Non-renewals become effective at the end of the academic year.

For evaluation dates and deadlines, please refer to the locally-approved SRU Evaluation Dates and Requirements (located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies).

The Second-Year Probationary Faculty Member's Responsibilities for the Annual Probationary Review Process

For Spring Hires, the evaluation cycle for year two and forward, begins in the second Fall semester after hire.

Faculty must update and maintain their professional report throughout the five-year probationary period and include the following required materials:

- A. Full Performance Review if a formal written evaluation was completed. The full performance review consists of the Department Evaluation Committee, Department Chairperson and Dean/Associate Provost/Manager performance evaluations and recommendations.

- B. The Narrative

- C. Current Curriculum Vitae

- D. Peer classroom visitations:
 - 1. Schedule two peer classroom visitations with the Department Evaluation Committee the spring semester of the year prior to evaluation.
 - 2. Schedule two peer classroom visitations with the Department Evaluation Committee before **October 1** of the fall semester of the evaluation year.
 - 3. Include four peer classroom visitation evaluations in the second-year probationary report (two from the spring prior to the evaluation year and two from the fall semester of the evaluation year).
 - 4. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).

- E. Department Chairperson classroom visitation:
 - 1. Schedule one Chairperson classroom visitation before **October 1** of the fall semester of the evaluation year.
 - 2. Include the Chairperson's classroom visitation evaluation in the second-year probationary report. Inclusion of the Chairperson classroom observation from the first semester of the first year is optional.
 - 3. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).

- F. Student Surveys of Course Effectiveness:
 - 1. Arrange for a colleague to administer student surveys for ALL courses that comprise the regular contractual academic assignment (Fall and Spring for 9-month Faculty and Fall, Spring, and Summer for 12-month Faculty, excluding overload) per the University official record of the year prior to evaluation.
 - 2. Both summaries and comments from ALL student surveys must be included.

3. Student surveys are **REQUIRED** for ALL courses that comprise the regular contractual academic assignment (Fall and Spring for 9-month Faculty and Fall, Spring, and Summer for 12-month Faculty, excluding overload) per the University official record for ALL semesters leading to tenure.
- G. A representative sample of course syllabi and other student materials, such as assignments, assessments, etc.
 - H. An official position description for non-teaching responsibilities.
 - I. Evidence of fulfillment of professional responsibilities as explained in the categories for performance review and evaluation.
 - J. Evidence of continuing scholarly growth and professional development as explained in the categories for performance review and evaluation.
 - K. Evidence of service as explained in the categories for performance review and Evaluation.
 - L. Submit second-year probationary report to the Department Evaluation Committee and Department Chairperson by **October 10**.

As written in Article 12, the Department Evaluation Committee and Chairperson shall provide Faculty Members with a reasonable opportunity to discuss their evaluations and recommendations.

Probationary Faculty Members may provide a written response to the Department Committee, the Department Chairperson, and/or Dean/Associate Provost/Manager evaluation and such response will be appended to the evaluation portfolio.

Probationary Faculty will receive renewal/non-renewal notice from the President by **January 30** or **December 15 (January hire)**. Non-renewals become effective at the end of the academic year.

For evaluation dates and deadlines, please refer to the locally approved SRU Evaluation Dates and Requirements (located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies).

The Third-Year Probationary Faculty Member's Responsibilities for the Annual Probationary Review Process

Faculty must update and maintain their professional report throughout the five-year probationary period and include the following required materials:

- A. The third-year probationary report includes the second-year full performance review and the first-year full performance review, if there was a formal written evaluation. The full performance review consists of the Department Evaluation Committee, Department Chairperson and Dean/Associate Provost/Manager performance evaluations and recommendations.

- B. The Narrative

- C. Current Curriculum Vitae

- D. Peer classroom visitations:
 - 1. Schedule two peer classroom visitations with the Department Evaluation Committee the spring semester of the year prior to evaluation.
 - 2. Schedule two peer classroom visitations with the Department Evaluation Committee before **October 1** of the fall semester of the evaluation year.
 - 3. Include four peer classroom visitation evaluations in the third-year probationary report (two from the spring prior to the evaluation year and two from the fall semester of the evaluation year).
 - 4. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).

- E. Department Chairperson classroom visitation:
 - 1. Schedule one Chairperson classroom visitation before **October 1** of the fall semester of the evaluation year.
 - 2. Include the Chairperson classroom visitation evaluation in the third-year probationary report.
 - 3. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).

- F. Student Surveys of Course Effectiveness:
 - 1. Arrange for a colleague to administer student surveys for ALL courses that comprise the regular contractual academic assignment (Fall and Spring for 9-month Faculty and Fall, Spring, and Summer for 12-month Faculty, excluding overload) per the University official record.
 - 2. Both summaries and comments from ALL student surveys must be included.
 - 3. Student surveys are **REQUIRED** for ALL courses that comprise the regular contractual academic assignment (Fall and Spring for 9-month Faculty and Fall, Spring, and Summer for 12-month Faculty, excluding overload) per the University official record for ALL semesters leading to tenure.

- G. A representative sample of course syllabi and other student materials, such as assignments, assessments, etc.
- H. An official position description for non-teaching responsibilities.
- I. Evidence of fulfillment of professional responsibilities as explained in the categories for performance review and evaluation.
- J. Evidence of continuing scholarly growth and professional development as explained in the categories for performance review and evaluation.
- K. Evidence of service as explained in the categories for performance review and evaluation.
- L. Submit third-year probationary report to the Department Evaluation Committee and Department Chairperson by **October 10**.

As written in Article 12, the Department Evaluation Committee and Chairperson shall provide Faculty Members with a reasonable opportunity to discuss their evaluations and recommendations.

Probationary Faculty Members may provide a written response to the Department Committee, the Department Chairperson, and/or Dean/Associate Provost/Manager evaluation and such response will be appended to the evaluation portfolio.

Probationary Faculty will receive renewal/non-renewal notice from the President by **January 30 or December 15 (January hire)**. Non-renewals become effective at the end of the academic year.

For evaluation dates and deadlines, please refer to the locally approved SRU Evaluation Dates and Requirements (located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies).

The Fourth-Year Probationary Faculty Member's Responsibilities for the Annual Probationary Review Process

Faculty must update and maintain their professional report throughout the five-year probationary period and include the following required materials:

- A. The fourth-year probationary report includes the third-year and second-year full performance review and the first-year full performance review, if there was a formal written evaluation. The full performance review consists of the Department Evaluation Committee, Department Chairperson and Dean/Associate Provost/Manager performance evaluations and recommendations.
- B. The Narrative
- C. Current Curriculum Vitae
- D. Peer classroom visitations:
 - 1. Schedule two peer classroom visitations with the Department Evaluation Committee the spring semester of the year prior to evaluation.
 - 2. Schedule two peer classroom visitations with the Department Evaluation Committee before **October 1** of the fall semester of the evaluation year.
 - 3. Include four peer classroom visitation evaluations in the fourth-year probationary report (two from the spring prior to the evaluation year and two from the fall semester of the evaluation year).
 - 4. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).
- E. Department Chairperson classroom visitation:
 - 1. Schedule one Chairperson classroom visitation before **October 1** of the fall semester of the evaluation year.
 - 2. Include the Chairperson classroom visitation evaluation in the fourth-year probationary report.
 - 3. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).
- F. Student Surveys of Course Effectiveness:
 - 1. Arrange for a colleague to administer student surveys for ALL courses that comprise the regular contractual academic assignment (Fall and Spring for 9-month Faculty and Fall, Spring, and Summer for 12-month Faculty, excluding overload) per the University official record.
 - 2. Both summaries and comments from ALL student surveys must be included.
 - 3. Student surveys are **REQUIRED** for ALL courses that comprise the regular contractual academic assignment (Fall and Spring for 9-month Faculty and Fall, Spring, and Summer

for 12-month Faculty, excluding overload) per the University official record for ALL semesters leading to tenure.

- G. A representative sample of course syllabi and other student materials, such as assignments, assessments, etc.
- H. An official position description for non-teaching responsibilities.
- I. Evidence of fulfillment of professional responsibilities as explained in the categories for performance review and evaluation.
- J. Evidence of continuing scholarly growth and professional development as explained in the categories for performance review and evaluation.
- K. Evidence of service as explained in the categories for performance review and evaluation.
- L. Submit fourth-year probationary report to the Department Evaluation Committee and Department Chairperson by **October 10**.

As written in Article 12, the Department Evaluation Committee and Chairperson shall provide Faculty Members with a reasonable opportunity to discuss their evaluations and recommendations.

Probationary Faculty Members may provide a written response to the Department Committee, the Department Chairperson, and/or Dean/Associate Provost/Manager evaluation and such response will be appended to the evaluation portfolio.

Probationary Faculty will receive renewal/non-renewal notice from the President by **January 30** or **December 15 (January hire)**. Non-renewals become effective at the end of the academic year.

For evaluation dates and deadlines, please refer to the locally approved SRU Evaluation Dates and Requirements (located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies).

NOTE: Probationary Faculty Members must apply for tenure in their fifth year, addressing the material described in the policy document *Policies and Procedures for Tenure*.

The Temporary Faculty Member's Responsibilities for the Annual Review Process

Temporary Faculty must update and maintain their professional report throughout their appointment period and include the following required materials:

- A. The Narrative
- B. Current Curriculum Vitae
- C. Peer or Chairperson classroom visitations:
 - 1. All full-time and part-time Temporary Faculty with an appointment for full academic year:
 - a. Schedule one Chairperson classroom visitation in the spring semester by **February 15**.
 - b. Schedule one peer classroom visitation from the Department Evaluation Committee, in the spring semester by **February 15**.
 - 2. All full-time and part-time Temporary Faculty with an appointment for one academic semester:
 - a. Schedule one classroom visitation from either the Department Chairperson or Department Evaluation Committee during the semester of appointment.
 - b. For fall only, then hired for spring, only the classroom visitation from fall is required.
 - 3. Include the classroom visitation evaluation in the professional report.
 - 4. Distance Education courses should be visited/evaluated using the DE Peer Observation Form which can be located on the SRU-APSCUF website or the SRU Academic Affairs webpage under Faculty Resources (see also Article 12).
- D. Student Surveys:

Arrange for a colleague to administer student surveys for ALL courses that comprise the regular contractual academic assignment (excluding overload) per the University official record.

 - 1. Both summaries and comments from ALL student surveys must be included, if available.
 - 2. For Temporary Faculty Members appointed for only one semester, the most recent semester student surveys, if available, but not surveys from more than two semesters prior will be used in the evaluation process.
 - 3. For distance education, follow process in Article 12.
- E. A representative sample of course syllabi and other student materials, such as assignments, assessments, etc.
- F. An official position description for non-teaching responsibilities (where applicable).
- G. Evidence of fulfillment of professional responsibilities as explained in the categories for performance review and evaluation.
- H. Evidence of continuing scholarly growth and professional development as explained in the categories for performance review and evaluation. For Temporary Faculty, continuing scholarly growth and professional development are commensurate with their assigned workload and the temporary nature of their position.

- I. Evidence of service as explained in the categories for performance review and evaluation. For Temporary Faculty, service expectations are commensurate with their assigned workload and the temporary nature of their position.

Submit the Temporary Faculty evaluation report to the Department Evaluation Committee and Department Chairperson by: **March 1** for full-time Temporary Faculty with appointments for full academic year and Temporary Faculty hired for Spring Semester only and **October 10** for Temporary Faculty hired for Fall Semester only.

As written in Article 12, the Department Evaluation Committee and Chairperson shall provide Faculty Members with a reasonable opportunity to discuss their evaluations.

Probationary Faculty Members may provide a written response to the Department Committee, the Department Chairperson, and/or Dean/Associate Provost/Manager evaluation and such response will be appended to the evaluation portfolio.

For evaluation dates and deadlines, please refer to the locally approved SRU Evaluation Dates and Requirements (located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies).

An Overview of the Department Evaluation Committee's Procedures for the Annual Probationary and Temporary Faculty Performance Review and Evaluation Process.

The Department Evaluation Committee shall carry out its functions in the probationary and temporary performance review and evaluation process with proper regard for the rights of Probationary or Temporary Faculty to both substantive and procedural due process.

Each department shall select a committee to assist in the evaluation function. See Article 12 for procedures. No Faculty Member shall serve on their own evaluation committee or as a member of the Department Evaluation Committee for a member of their immediate family or person residing in the same household as the Faculty Member.

The Department Evaluation Committee will verify that all required materials are included in the Probationary or Temporary Faculty Member's report before submitting its evaluation to the next level for review. If the Probationary or Temporary report is deemed incomplete, the Department Evaluation Committee Chairperson will notify the Faculty Member and provide instructions on how to address missing information.

The Department Evaluation Committee shall utilize the required materials and other data that the Department Evaluation Committee has deemed pertinent (Article 12) for its written evaluation and recommendation concerning renewal or non-renewal, and shall specify any improvements which may be necessary.

- For first-year Probationary Faculty Members, the Department Evaluation Committee and Department Chairperson will provide a verbal qualitative assessment intended to provide feedback regarding performance (formative evaluation) to the Faculty Members using the criteria in Article 12, and following the evaluative processes defined in Article 12. This formative evaluation shall not be in writing and will not be used in later evaluations. In the case of the use of a formative evaluation in the first year, the Department Chairperson, Department Evaluation Committee members, and the Faculty Members shall provide notice by **February 7 (September 30 for January hires)** to the Dean/Associate Provost/Manager and President that the department formative evaluation has occurred in accordance with Article 12 for the first year Probationary Faculty Members. This notice shall include a statement indicating renewal. The department must follow the formal written process in Article 12 in cases of non-renewal.
- For first-year Probationary Faculty Members, if a Department Chairperson or the Department Evaluation Committee deems that a formal written evaluation is required for a first-year Faculty Member or if the first-year Faculty Member desires a formal written evaluation, notice from the Department Chairperson to the Faculty Member or from the Faculty Member to the Department Chairperson must be provided no later than by **November 15 (April 15 for January hires)** indicating the desire for the formal evaluation. The department must follow the formal written process in Article 12 in cases of non-renewal.
- For third-year Annual Probationary review, in addition to an evaluation and recommendation regarding the third year, the Department Evaluation Committee will include a statement with

specific suggestions and recommendations concerning the Faculty Member's progress toward tenure.

- For Temporary Faculty, evaluation of performance should be commensurate with their assigned workload and the temporary nature of their position.

The Department Evaluation Committee shall provide the Faculty Member with a reasonable opportunity to discuss their evaluation.

By the applicable date (see Evaluation Dates and Requirements Chart located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies; dates are also listed throughout the CBA), the Department Evaluation Committee submits the evaluation and recommendation to the appropriate academic Dean/Associate Provost/Manager. The Department Evaluation Committee will also provide the evaluation and recommendation to the Department Chairperson and Faculty Member.

An Overview of the Department Chairperson's Procedures for the Annual Probationary and Temporary Faculty Performance Review and Evaluation Process

The Department Chairperson shall carry out their function in the probationary and temporary performance review and evaluation process with proper regard for the rights of Probationary or Temporary Faculty to both substantive and procedural due process.

No Department Chairperson shall provide a Chairperson evaluation of themselves or an evaluation of a member of their immediate family or a person residing in their household (Article 12).

The Department Chairperson will evaluate Probationary or Temporary Faculty based on their knowledge and personal observations of each Faculty Member's performance, the results of the Department Evaluation Committee's evaluation and recommendations, and the materials submitted by the Faculty Member. If any required materials are missing, the Department Chairperson may notify the Faculty Member and provide instructions on how to address missing information.

The Department Chairperson shall utilize the required materials for their written evaluation and recommendation concerning renewal or non-renewal and shall specify any improvements that may be necessary.

- For first-year Probationary Faculty Members, the Department Evaluation Committee and Department Chairperson will provide a verbal qualitative assessment intended to provide feedback regarding performance (formative evaluation) to the Faculty Members using the criteria in Article 12 and following the evaluative processes defined in Article 12. This formative evaluation shall not be in writing and will not be used in later evaluations. In the case of the use of a formative evaluation in the first year, the Department Chairperson, Department Evaluation Committee members, and the Faculty Members shall provide notice by **February 7 (September 30 for January hires)** to the Dean/Associate Provost/Manager and President that the department formative evaluation has occurred in accordance with Article 12 for the first year Probationary Faculty Members. This notice shall include a statement indicating renewal. The department must follow the formal written process in Article 12 in cases of non-renewal.
- For first-year Probationary Faculty Members, if a Department Chairperson or the Department Evaluation Committee deems that a formal written evaluation is required for a first-year Faculty Member or if the first-year Faculty Member desires a formal written evaluation notice from the Department Chairperson to the Faculty Members or from the Faculty Members to the Department Chairperson must be provided no later than by **November 15 (April 15 for January hires)** indicating the desire for the formal evaluation. The department must follow the formal written process in Article 12 in cases of non-renewal.
- For third-year Annual Probationary review, in addition to an evaluation and recommendation regarding the third year, the Chairperson will include a statement with specific suggestions and recommendations concerning the Faculty Member's progress toward tenure.

- For Temporary Faculty, evaluation of performance should be commensurate with their assigned workload and the temporary nature of their position.

The Department Chairperson shall provide the Faculty Member with a reasonable opportunity to discuss their evaluation after which the Chairperson shall submit, independently of the Department Evaluation Committee, an evaluation with recommendations to the appropriate Dean/Associate Provost/Manager.

By the applicable date (see Evaluation Dates and Requirements Chart located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies; dates are also listed throughout the CBA), the Department Chairperson will submit the evaluation and recommendation to the appropriate Dean/Associate Provost/Manager. The Department Chairperson will also provide a copy of the evaluation and recommendation to the Department Evaluation Committee and the Faculty Member.

An Overview of the Dean/Associate Provost/Manager Procedures for the Annual Probationary and Temporary Faculty Performance Review and Evaluation Process

The Dean/Associate Provost/Manager shall carry out their function in the annual Probationary and Temporary Faculty performance review and evaluation process with proper regard for the rights of Faculty to both substantive and procedural due process.

No Dean/Associate Provost/Manager shall evaluate a member of their immediate family or a person residing in their household. The President or the President's Designee shall select another Dean/Associate Provost/Manager as a substitute to provide the performance review.

The Dean/Associate Provost/Manager shall review the material submitted by Probationary or Temporary Faculty Members and:

- the data supplied by the Department Evaluation Committee.
- the data supplied by the Department Chairperson.
- any other relevant and substantiated data gathered by the Dean/Associate Provost/Manager provided that such other data is disclosed to the Faculty Member and that the Faculty Member is afforded an opportunity to respond to the data.

The Dean/Associate Provost/Manager shall use the required materials for their written evaluation and recommendation concerning renewal or non-renewal, and shall specify any improvements which may be necessary.

- For first-year Probationary Faculty Members using formative evaluation, the Department Chairperson, Department Evaluation Committee members, and the Faculty Members shall provide notice that the formative evaluation has occurred and include a statement indicating renewal by **February 7 (September 30 for January hires)** to the Dean/Associate Provost/Manager. The Dean/Associate Provost/Manager should ensure that appropriate notifications have been received in accordance with Article 12.
- For first-year Probationary Faculty Members using a formal written evaluation, the Dean/Associate Provost/Manager should follow the formal written process in Article 12.
- For third-year Annual Probationary review, in addition to an evaluation and recommendation regarding the third year, the Dean/Associate Provost/Manager will include a statement with specific suggestions and recommendations concerning Faculty Members' progress toward tenure.
- For Temporary Faculty, evaluation of performance should be commensurate with their assigned workload and the temporary nature of their position.

The Dean/Associate Provost/Manager shall provide the Faculty Member with an opportunity to discuss the performance review. This discussion shall be specific and detailed, and clearly set forth those areas of performance, if any, which require improvement. A draft of the performance review will be provided to each Faculty Member prior to discussion with the Dean/Associate Provost/Manager.

By the applicable date (see Evaluation Dates and Requirements Chart located on the SRU Academic Affairs webpage under Faculty Resources and the SRU APSCUF website under Policies;

dates are also listed throughout the CBA), the Dean/Associate Provost/Manager will submit the detailed evaluation and recommendation to the President or the President's Designee. The Dean/Associate Provost/Manager will also provide copies of the evaluation and recommendation to the Department Evaluation Committee, the Department Chairperson, and the Faculty Member.

**An Overview of the President's Procedures
for the Annual Probationary Faculty Member's
Performance Review and Evaluation Process**

The University President or President's Designee will assume ultimate responsibility for the integrity of the entire probationary and tenure decision-making process. Specifically, they shall determine that no person is granted renewal without following the appropriate procedures, that all procedures are followed faithfully, and that all judgments are sustained by sufficient and appropriate evidence.

- The President or President's Designee is not to employ criteria other than what is outlined in the CBA.
- The President or President's Designee shall carry out the Probationary Faculty decision procedures with proper regard for the right of the Faculty Member to substantive and procedural due process.
- During a Faculty Member's first probationary year, the President or President's Designee will notify them by **April 1 (November 15 for January hires)** of the Faculty Member's status for the next academic year.
- During a Faculty Member's second through fourth probationary years, the President or President's Designee will notify them by **January 30** (August hire), or **December 15** (January hire) of the Faculty Member's status for the next academic year.

Appendix A: Department Evaluation Committee

DEPARTMENT EVALUATION COMMITTEE REPORT OF PERFORMANCE REVIEW FOR PROBATIONARY AND TEMPORARY FACULTY

Faculty Member's Name

Probation Year (1*, 2, 3, 4) or Temp.

Department

Rank

Date Employed
(Probationary Faculty only)

Date of Anticipated Tenure

I verify that the Department Evaluation Committee has followed approved University policies and procedures in compliance with the Collective Bargaining Agreement as it evaluated and made recommendations for this Faculty Member.

Department Evaluation Committee
Chairperson's Signature

Date

My signature confirms that I have had the opportunity to read the Department Evaluation Committee's evaluation and I acknowledge that I may provide a written response to the Department Committee's evaluation and such response will be appended to the evaluation portfolio.

Faculty Member's Signature

Date

* If formal written evaluation is requested.

Appendix B: Department Chairperson

DEPARTMENT CHAIRPERSON REPORT OF PERFORMANCE REVIEW OF PROBATIONARY AND TEMPORARY FACULTY

Faculty Member's Name

Probation Year (1*, 2, 3, 4) or Temp.

Department

Rank

Date Employed
(Probationary Faculty only)

Date of Anticipated Tenure

I verify that I have followed approved University policies and procedures in compliance with the Collective Bargaining Agreement as I evaluated and made recommendations for this Faculty Member.

Department Chairperson's Signature

Date

My signature confirms that I have had the opportunity to read the Department Chairperson's evaluation and I acknowledge that I may provide a written response to the Department Chairperson's evaluation and such response will be appended to the evaluation portfolio.

Faculty Member's Signature

Date

* If formal written evaluation is requested.

Appendix C: Optional Performance Review Checklist

OPTIONAL PERFORMANCE REVIEW CHECKLIST

Materials Included	Completed (√)
Narrative	
Current Curriculum Vitae	
Student surveys of course effectiveness for all regular load courses	
Peer Classroom Visitations (see Article 12)	
Chairperson Classroom Visitation (see Article 12)	
Representative Sample of Course Materials	
Official Position of Non-Teaching Responsibilities (If applicable)	
Evidence of Fulfillment of Professional Responsibilities	
Evidence of Continuing Scholarly Growth and Professional Development	
Evidence of Service	
Department Evaluation Committee Written Evaluation	
Department Evaluation Committee Report of Performance Review (Signed Form – Appendix A)	
Department Chairperson Written Evaluation	
Department Chairperson Report of Performance Review (Signed Form – Appendix B)	

The intention of this optional form is to assist the Faculty Member to better assure a completed report and does not need to be included as a part of any evaluation report.