

Approved: March 1, 2018 (12-0-1)

Evaluation, Retention and Promotion Guidelines for Regular Non-Tenure Track Faculty (Instructors)

Department of Biology
Indiana State University

The evaluation of full time instructors and part-time temporary faculty is part of a process that advances the professional development of the faculty member, encourages significant contributions to the Department, and enhances the educational experience of our students. The evaluation includes due consideration of the adherence to professional standards, performance in teaching and, if applicable, other activities. The primary guide for the evaluation of full time instructors and part-time temporary faculty is the *Indiana State University Handbook Section 305*¹.

The following policies and procedures are the Department's interpretation and implementation of these guidelines.

Evaluations of part-time temporary and full time instructors are performed annually following the published schedule provided by the College of Arts and Sciences. After the 6th year, Instructors are evaluated biennially. The College Personnel Committee also evaluates instructors in the 3rd and 6th year. The Biology Personnel Committee Chair, in consultation with the Biology Department Chair will determine the departmental due dates of the portfolios and inform applicants of those dates at least 30 days prior to the due date.

The Biology Personnel Committee and the Department Chair will conduct independent evaluations. The Personnel Committee must include the addition of a faculty member of equivalent role (e.g., Instructor) when possible.

I. Teaching

Quality of teaching is a critical consideration in the evaluation of full time instructors and part-time temporary faculty members. Classroom performance is an important part of the overall teaching evaluation, and includes factors such as lecture organization, coherence, and presentation. Innovative approaches to instruction that contribute to student learning and development are valued. The Department also values a demonstrated commitment to professional development and improvement as an instructor. Performance in teaching will be assessed via student evaluations, peer evaluations, chair evaluations, and material presented by the faculty member. Full time instructors and part-time temporary faculty are also expected to follow university procedures in creating a syllabus, and recording and reporting attendance, interim, and final grades.

Documentation of Teaching Effectiveness

All full time instructors and part-time temporary faculty should maintain an e-portfolio to document their teaching effectiveness. This portfolio must include course syllabi and teaching evaluations from students or other departmentally approved course evaluation questionnaires. Peer

¹ <https://www.indstate.edu/handbook/300-academic-affairs/305>

² <https://www.indstate.edu/cas/college-policies>

evaluations of teaching effectiveness must also be included; tenured faculty in Biology and the Chairperson of the Department should do such evaluations. Full time instructors must also include a cover letter that addresses their teaching effectiveness, innovations, and efforts to improve their teaching, as well as a statement of their teaching philosophy. Course evaluations for all teaching assignments are required. When student teaching evaluations are unavailable (i.e., during an instructor's first semester), peer evaluations by departmental faculty and/or the Chair may be substituted. Additional evidence of teaching proficiency should be provided and should include some sample assignments and exams. It may also include specialized certifications as appropriate, documentation of professional enhancement, and teaching awards presented by the Institution or regional, national, or international organizations. Insufficient documentation of teaching effectiveness could result in non-reappointment. A recommended format for organizing the portfolio is detailed in the College of Arts and Sciences Evaluation Guidelines for Non Tenure Track Faculty².

II. Non-Teaching Assignments

Some full-time instructors may be expected to engage in non-teaching assignments, such as administrative duties, academic advising, or research activities. The quality and effectiveness of their non-teaching contributions will also be evaluated as per the non-teaching expectations in the letter of appointment. Such faculty should submit evidence of their effectiveness in their non-teaching assignments, including a description of their activities and how they contribute to the Department, College or University. Other supporting evidence, such as advising evaluations, administrative evaluations, letters from colleagues, awards, publications, and evidence of student research presentations, should also be submitted.

III. Procedures

The faculty member will submit materials for review to the Department Chair using the Faculty Activity Database (FAD). The Chairperson will confirm that all required items are included and transmit to the Personnel Committee the electronic materials provided by the candidate as well as all other relevant evaluation information. The Personnel Committee will meet in person to review and discuss the evaluation materials in executive session. The Personnel Committee, using the forms provided by Academic Affairs, shall provide an evaluation of teaching as "Satisfactory, Needs Improvement, or Unsatisfactory", an individual-specific narrative of the evaluation outcome, the numerical vote and the Personnel Committees Overall recommendation regarding Continuation, Conditional Continuation, or Termination. The Department Chair will make a separate evaluation and recommendation regarding continuation. At the end of each step in the evaluation process, the faculty member will receive a copy of the recommendations and the supporting documents. The faculty member may respond, within 5 working days, in writing to those evaluations if s/he so chooses. The resulting evaluation documents are then considered by the Dean of the College and then by the Provost, who will render the final decision on continuation³.

² <https://www.indstate.edu/cas/college-policies>

³ See 305.19.4 in <https://www.indstate.edu/handbook/300-academic-affairs/305/305-full#p19>

A rating of *Satisfactory* shall be awarded when the quality of instruction offered by the applicant is evaluated as that of a good teacher. This shall be evidenced by such factors as:

1. Thorough preparation for teaching
2. Plans effectively for teaching
3. Practices effective teaching methods
4. Demonstrates commitment to students

Suggested indicators to measure satisfactory criteria

1. Prepares for teaching
 - a. Seeks the latest information in the subject area(s) taught by reading, attending professional conferences, and/or by communicating with colleagues
 - b. Participates creatively in the subject area through development of teaching materials
 - c. Regularly evaluates his/her own teaching methods, procedures, and course content
2. Plans effectively for teaching
 - a. Has a clear idea of the function of his/her course(s) within the department, within the university and/or the community, and its role for preparing students for careers.
 - b. Understands long-term learning objectives for course(s) and the day-to-day classroom activities
 - c. Has a clear and relevant plan of action to accomplish both short and long term learning objectives
 - d. Evaluates students so as to measure the attainment of learning objectives set forth
 - e. Attempts to reorganize a course to experiment with new or innovative techniques
3. Practices effective teaching methods
 - a. Clearly informs students of the purposes and learning objectives of the course(s) and of units of study in the course(s)
 - b. Helps students develop methods of study and skills in self-direction
 - c. Keeps students informed of specific course assignments
 - d. Endeavors to establish and maintain good communication with students
 - e. Promotes a classroom environment that encourages learning and inclusiveness
 - f. Regularly seeks information from students regarding their achievements and informs them of his/her estimation of their performance
4. Commitment to students
 - a. Adheres to office hours
 - b. Answers emails related to student issues in timely manner
 - c. Maintains an updated grade book, accessible to students
 - d. Reports 3-week attendance, interim and final grades to ISU

IV. Promotion to Senior Instructor

Full time instructors (on 3-year contracts) may apply for promotion to “Senior Instructor” in the third year of their second contract (6th year overall).

The applicant must provide “Documented evidence of highly effective teaching or librarianship and evidence of continuous professional growth in teaching are required; evidence of achievement in research, scholarship, or creative activity and/or of service is required, if such activities were expectations of the instructor.” To be considered for promotion to “Senior Instructor”, a full-time instructor should submit a portfolio that includes 1) a self report highlighting how the evidence provided in the portfolio meets the criteria set forth below for highly effective and sustained success in teaching and continuous professional growth activities, 2) the associated documented evidence of teaching success and professional development related to their assigned domains (e.g., if other than teaching) for that faculty member, over the previous 5 or more years of teaching at ISU, and 3) the five prior reappointment/evaluations.

The timeline for the review of prospective applicants for promotion to Senior Instructor process will be identical to the University-established deadlines for tenure and promotion, using dates published annually by Academic Affairs.

The Personnel Committee will evaluate the candidate’s continued record as an instructor in rendering its recommendation regarding promotion to the rank of Senior Instructor. The general procedure is that described above for yearly evaluations. Note that decisions regarding promotion are concurrent with, but separate from, the decision regarding reappointment as a full-time instructor. The candidate may be reappointed without promotion. In such cases, the matter of promotion may again be considered in their next annual evaluation.

A rating of *Highly Effective* shall be awarded when the quality of instruction offered by the applicant is evaluated as that of an outstanding teacher. Evaluators (Personnel Committee) must describe through specific details (or in the case of student evaluations quantify) the justification for a rating higher than satisfactory. In addition to the criteria for a Satisfactory rating, sustained success shall be evidenced by factors such as:

1. Actively involved in the development of new courses
2. Has a significant impact on student learning through active mentoring of undergraduate and/or graduate students
3. Demonstrates a strong degree of organizational knowledge of the discipline
4. Participates creatively in the subject area through the development of new teaching materials/techniques
5. Design of and implementation of mission-based activities, such as experiential learning and community engagement to current and new courses
6. Incorporates active-learning techniques into lecture or lab classes

In addition, in order to earn a rating of *Highly Effective* an applicant for Senior Instructor must provide documentation of professional development related to teaching and non-teaching, if applicable, duties. Examples include, but are not limited to, the following:

- a. Completing a terminal degree
- b. Attending Faculty Center for Teaching Excellence events
- c. Participating at teaching or other professional development conferences or workshops
- d. Attaining a specialized certification
- e. Receiving an award for teaching or other assigned duties
- f. Developing and teaching new courses
- g. Developing and teaching web courses
- h. Incorporating mission-based activities, such as community engagement and experiential learning into their courses and other assigned duties
- i. Having favorable peer evaluation(s) of teaching or other assigned duties
- j. Presenting scholarship or creative activities related to their teaching or other assigned duties
- k. Publishing related to their teaching or other assigned duties