May 10, 2021

Procedures for delineating the selection process for course evaluations that are included in the tenured faculty annual evaluation process

Student Perception of Learning Forms
Student Perception of Learning (SPL) forms will be sent electronically to students for all courses other than single student courses. Other courses that may be omitted from the process may include courses where faculty have limited interaction with students, and/or courses agreed upon by discipline-specific faculty within each academic unit.

In order to keep procedures in line with Faculty Senate Bylaws, all academic units shall develop procedures delineating the selection process for course evaluations that are included in the tenured faculty annual evaluation process. These procedures will include how courses are selected and how many courses are selected. Courses must be selected no later than September 15 for fall courses and February 15 for all spring courses. All SPLs will be distributed to faculty and the Chairs at the conclusion of the full 16-week semester regardless of length of course.

The procedures that govern administration and use of SPL forms for on campus courses will also govern courses at the MAFB, other distance sites, and dual credit courses.

Those procedures are included below for each academic unit.

May 10, 2021

College of Arts and Sciences

Department of Biology
All faculty members, including those with tenure, shall include the results of all SPL surveys administered during the evaluation period in their annual evaluations.

Department of Criminal Justice (emailed Rabe on 3-9-21 and 5-10-21 for corrections/additions)
The faculty of the Criminal Justice Department at Minot State University attach great importance student evaluation and feedback as a component of the faculty evaluation process. Therefore, student course evaluations (currently in the form of Student Perception of Learning) will be conducted in all courses regardless of delivery method, and the results of all course evaluations for the evaluation period will be used in the annual evaluation of all faculty in the Department. To assist with increasing student response rates, each faculty member will dedicate sufficient time towards the end of the semester for students to complete the student course evaluations. At the conclusion of the term, and after the grades are officially posted, results of all student course evaluations will be sent directly to each respective faculty member as well as to the administrative assistant and the chair of the department.

Department of Mathematics and Computer Science
All faculty members, including those with tenure, shall include the results of all SPL surveys administered during the evaluation period in their annual evaluations.

Division of World Languages and Cultural Studies
In WLCS, tenured faculty denote three SPLs to use for their annual evaluation, two from one semester and one from another semester, according to the deadlines in the Faculty Senate Bylaws, or else any and all SPL results can be used. All other faculty— tenure-track, special contract, adjunct—include all SPL results in their annual evaluation.

Division of Art, Broadcasting, and Professional Communication
Faculty in the Art, Broadcasting, and Professional Communication departments are evaluated by their students with student course evaluations, currently our SPL or *Student Perception of Learning* system. As a component of the faculty evaluation process, SPL student course evaluations will automatically be e-mailed to students in all your courses regardless of semester or delivery method. All SPL student course evaluation results will be tabulated and e-mailed directly to respective instructors and the department chair shortly after the end of each semester. A summary of these results will be included in each faculty member's annual evaluation. This includes all faculty including tenured faculty.

Division of Performing Arts
All faculty members, including those with tenure, shall include the results of all SPL surveys administered during the evaluation period in their annual evaluations.

May 10, 2021

Division of Social Sciences
1. All fall and spring courses will be evaluated using the university Student Perceptions of Learning (SPL) form.
2. Faculty hired as instructors or on the tenure track will be evaluated on all SPL results for fall and spring semesters.
3. Tenured faculty will identify at the beginning of each term a minimum of two SPL results per term to inform the chair's annual evaluation of faculty. In the absence of any selection, all SPL forms will be used as part of the annual evaluation.
 [process updated and approved by division faculty 9/22/2020; documented in division meeting minutes]

Division of Science
The faculty in the Division of Science at Minot State University appreciate the importance of student evaluation and feedback as a component of the faculty evaluation process. In addition, as scientists, we understand that datasets are only truly valuable when seen in their entirety. Therefore, student course evaluations (currently in the form of Student Perception of Learning) will be conducted in all courses regardless of delivery method and used in the annual evaluation of all faculty members in the Division. Exceptions to this policy will be made for courses with response rates too low to ensure the respondents' anonymity and for courses where the instructor of record does not have significant interaction with students (e.g., student teaching or clinical experiences). Approved by Science Faculty 2/24/2021.

College of Education Health Sciences
(All departments included)

College of Education and Health Sciences
Policy/Procedures for Evaluation of Faculty
March 2021

University system policy requires faculty evaluation annually to foster continuous improvement. The College of Education and Health Sciences (CEHS) has developed a set of expectations and evaluation instruments for the Faculty Self-Evaluation and Faculty Chair's Evaluation for reporting the annual evaluation. These evaluation instruments are utilized by all faculty within the CEHS (Department of Nursing, Department of Communication Science and Disorders, Department of Teacher Education and Kinesiology, Department of Special Education, Department of Addiction Studies, Psychology, and Social Work).

The Faculty Self-Evaluation Template, Chair's Self-Evaluation Template, and the Faculty Chair's Evaluation Template indicate the minimum requirements for the evaluation process. All Student Perceptions of Learning forms from all courses and course sections will be automatically sent to the instructor and to the chair of the department. All faculty members, including those with tenure, will include the results of all Student Perception of Learning forms administered during the evaluation period in their annual evaluations. The Student Feedback and Student Perceptions of Learning Evaluations section (in the Teaching section) will be calculated using a grand mean for questions related to the Instructor Section of the evaluation for all courses taught by the faculty member in Spring and Fall semesters of the evaluation period.

The "Evaluation of Faculty" process as described in Appendix B, Article IV (Bylaws of the Faculty Senate, MSU Faculty Handbook) is incorporated in the CEHS evaluation of faculty and includes:

1. Policies
   A. General Policy;
   B. Objectives of the Evaluation Process;
   C. Teaching, Scholarship, and Service Defined for Evaluation;
   D. Types of Appointments and Assignments.

2. Procedures
   A. Origin and Common Structure of Evaluation Instruments;
   B. Sequence of Evaluation and Personal Responsibilities;

      C.   Annual Evaluation Schedule for Faculty;

      D.   Procedures Regarding Disagreements and Grievances;

      E.   Evaluation Findings;

      F.   Committee on Evaluation of Teaching;

      G.   Relation to Board Policy.

In addition, "Tenure and Procedures" (Article V) and "Promotion Guidelines" (Article VI) are utilized in the evaluation process to enhance the success in the tenure-promotion process. This information provides the University with consistent, relevant, and objective information for the purposes of assessing continuous improvement and to inform the processes of reappointment, promotion, tenure, and merit recognition.

The Minot State Faculty Handbook can be viewed at the following link: http://www.minotstateu.edu/senate/handbook.shtml

College of Business
(All departments included)

MINOT STATE UNIVERSITY
COLLEGE OF BUSINESS including the
Accounting and Finance Department, Business Administration Department,
Business Information Technology Department
ANNUAL EVALUATION OF FACULTY

MISSION

Consistent with the University's mission: dedicated to excellence in education, scholarship, and community engagement achieved through rigorous academic experiences, active learning environments, commitment to public service, and a vibrant campus life. The mission of the College of Business is

> *to educate, challenge, inspire, and mentor students in their pursuit of a high-quality business education through interactive and engaged learning experiences for their professional and personal betterment.*

Minot State University's College of Business (CoB) recognizes the value of classroom teaching and the relationship between faculty and students in the pursuit of knowledge. Consistent with the CoB's mission is the need to support self-development and scholarship of each CoB faculty member in order that the college can provide quality teaching and advising, research and scholarly activity, and service. Advising, educational research, and service activities by faculty members are essential in providing the scholarship base necessary for quality classroom teaching in order to prepare our students for the educational and social needs of the environments in which they will function.

Faculty evaluation is an integral part of the college's responsibility to assess its ability to meet its mission and goals. The evaluation is designed, first of all, to provide constructive feedback to the individual faculty member for her or his self-assessment needs. The annual evaluation is to be the basis for all retention, promotion, tenure, merit, and other decisions based on faculty performance. The evaluation recognizes the fact that individual faculty members have unique and different interests and abilities. The evaluation should motivate faculty members to search for a role that fits their own abilities, and which balances the needs of the student, department, college, university, and community.

It is intended that this one system for faculty evaluation will serve all purposes: reappointment, tenure, promotion, annual salary review, and special awards. While the CoB cannot guarantee favorable action at the University level, this document specifies the criteria faculty must meet in order to be advanced with a favorable recommendation from the CoB.

For evaluation purposes, it is the responsibility of each CoB faculty member to choose the amount of effort he or she will devote annually to the areas of teaching and advising, research and scholarly activity, and service. The minimum effort allocated to teaching and advising, research and scholarly activity, and service, cannot be below 50 percent, 10 percent, and 10 percent, respectively. Faculty members must be aware of the continuing significance of the advising, research, and service requirements for promotion and tenure purposes when establishing the minimum percentages in those categories. Selection of the minimum should <u>not</u> be construed as satisfying University requirements for tenure or advancement, particularly to the ranks of associate professor and professor. It is recommended that individuals seeking promotion place a combined weight of 35 percent to 45 percent on the research and scholarly activity and service categories.

All tenured faculty shall be evaluated annually on the basis of the previous three years of continuous appointment per Faculty Senate Bylaws, Article IV, page 23, C. 1.

Faculty members are responsible for ensuring that the materials in their personnel files are current and complete. The official, complete personnel file is kept in the office of the Vice President for Academic Affairs, with copies kept in the College of Business administrative office. A copy of the final yearly evaluation form, completed at the department and college levels, is sent to the Vice President for Academic Affairs' Office.

<u>CRITERIA AND STANDARDS</u>

The following sections describe College of Business criteria and standards for faculty performance evaluation in each of the areas of Teaching and Advising, Research and Scholarly Activity, and Service.

<u>TEACHING</u>

Acknowledging that the primary mission of the College of Business is to provide high quality instruction, faculty members are committed to preparing students to function as effective and contributing members of the business and professional communities.

Student mastery of subject matter provides the primary focus for classroom instruction. Beyond this, faculty should especially look for opportunities in their classes to allow students to practice oral and written communication skills and to demonstrate reflective decision-making skills in practical applications. Faculty should also include the ethical and international dimensions of the subject and the use of technology in their classes, whenever appropriate.

Five broad skill categories are required for teaching. Listed under each category are minimum requirements and, in some cases, additional examples of ways faculty can demonstrate their proficiency in the category. *Faculty members will provide at least one*

paragraph describing how they've met or exceeded the minimum requirements in each of the five broad skill categories.

1. **Content Expertise** is the body of skills, competencies, and knowledge in the specific subject area to be taught in which the faculty member has received advanced education, training, and/or experience. (Fulfills the "Currency" expectation per MSU Faculty Bylaws: Article IV Evaluation of Teaching, Section 2 Procedures, Paragraph 8.a.(1).)
   Minimums:
   A. Maintains currency in the primary subjects taught. "Currency" is viewed as activities within the previous three years.
   B. Prepares, instructs, and maintains assigned courses.

2. **Course Design includes** those technical skills in designing and sequencing experiences which, when engaged by a qualified learner, result in a high probability that specified learning outcomes will be achieved by the student. Score determined by average of SPL scores from items 2.1, 2.2, 2.3, and 2.5 (Fulfills the "Student Feedback" expectation per MSU Faculty Bylaws: Article IV Evaluation of Teaching, Section 2 Procedures, Paragraph 8.a.(3).)
   Minimums:
   A. Provides students with current syllabi that comply with the CoB syllabi template in content and format.
   B. Contributes to program and curriculum design.

   Examples of Proficiency:
   1. Demonstrates teaching expertise through effective course design. This includes but is not limited to organization of content, type and timing of assessments, and selection of course material.
   2. Relates course examinations and projects to course objectives.
   3. Applies CEL defined best practices when designing online courses.
   4. Demonstrates collaboration with other faculty where appropriate.
   5. Responds to assessment results and course evaluations and makes changes as appropriate.

3. **Instructional Delivery is** human interactive skills and characteristics that promote or facilitate learning, including the ability to motivate students, generate enthusiasm, and communicate effectively using various forms of information transmittal technology. Score determined by average of SPL scores from items 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, and 3.10. (Fulfills the "Student Feedback" expectation per MSU Faculty Bylaws: Article IV Evaluation of Teaching, Section 2 Procedures, Paragraph 8.a.(3).)
   Minimums:
   A. Is organized and prepared for class.
   B. Motivates and challenges students to learn course material.
   C. Communicates professionally.

   Examples of Proficiency:
   1. Engages students using a variety of teaching and technology skills and techniques.

2. Fosters an environment of student-student interaction and faculty-student interaction using a variety of instructional techniques.

4. <u>**Assessment is**</u> skills in developing tools, procedures, and strategies for assessing student learning and providing meaningful feedback to students.
Score is determined by average of SPL scores from items 2.6, 3.8, 3.9, and 3.10. (Fulfills the "Student Feedback" expectation per MSU Faculty Bylaws: Article IV Evaluation of Teaching, Section 2 Procedures, Paragraph 8.a.(3).)
Minimums:
   A. Employs a fair/just system of evaluating student knowledge/work.
   B. Provides timely feedback on assignments and exams. Assignment and exam results will be returned to students within one week of the deadline or exam unless otherwise noted by the faculty member *(CoB policy, 2013).*
   C. Provides grade distribution for each class taught as part of the annual evaluation

   Examples of Proficiency:
   1. Uses a variety of tools and procedures for evaluating student work in consideration of diverse learning styles.

5. <u>**Course Management Skills**</u> are those skills in configuring, maintaining, and managing the resources and facilities required to provide an appropriate teaching/learning environment.
Minimums:
   A. Meets classes as scheduled *(MSU Faculty Handbook).*
   B. Maintains office hours (5 hours per week) and is available to students at other times by appointment.
   C. Maintains timely communications with all students. This includes answering emails and phone calls. Standard: Timely" is defined by department policy and is included by the faculty member in his/her course syllabi *(CoB Policy, 2013).*
      o BIT: *Email and phone messages will be returned M-F within 24 hours.*
      o ACCT/FIN: *Email and phone message will be returned M-F within 48 hours*.
      o BADM: *If a BADM faculty receives a phone call or email from a student that requires a response, the faculty member should respond within two university class days (which may vary due to a faculty member traveling or if illness occurs).*

   Examples of Proficiency:
   1. Effectively manages the classroom environment. This could include coordinating guest lecturers, arranging field trips, monitoring and updating course websites, and timely execution of such tasks as completing drop/add and course completion agreements, assigning midterm and final grades, and generally handling all paperwork that may be required by the institution in conducting a course.
   2. Maintains professional behavior toward faculty, staff, and students.

6. <u>**Professional Recognition:**</u>
Faculty receiving awards, recognition, and/or acknowledgments in relation to Teaching.

7. **Peer Review**. Fulfills the "Peer Review" expectation per MSU Faculty Bylaws: Article IV Evaluation of Teaching, Section 2 Procedures, Paragraph 8.a.(2). Note: "Peer Review is formative and developmental in nature not evaluative." (MSU Faculty Handbook, Appendix B, Article IV, Section 2, Paragraph 8.c.)
   COB Faculty shall choose at least one peer reviewed activity from the following:
   1. Syllabus/syllabi review by intradepartmental peer or chair as determined by the faculty with supporting confirmation from the reviewer.
   2. Classroom observation by intradepartmental peer or chair as determined by the faculty with supporting confirmation from the observer.
   3. Video or audio recording review by intradepartmental peer or chair as determined by the faculty with supporting confirmation from the reviewer.
   4. Peer-to-peer mentoring with supporting evidence.
   5. "Other" as defined and agreed to by the faculty member and his/her respective Chair.

ADVISING

The MSU Student Success Center defines "academic advising" as the following.

> *Academic advising is a personalized, interactive, and intentional process in which the advisor helps the student set and achieve academic, career, and personal goals. The advising process will incorporate respect for and engagement with all cultures, people, and points of view. The student will acquire relevant information and services to make responsible decisions consistent with interests, goals, abilities, and degree requirements. The desired result is that the student will feel a connection with the advisor and a sense of guidance, while realizing personal responsibility for exploring options and making decisions.*

The College of Business places a great deal of importance on the value of advising to our students. Consequently, student advising is required of all College of Business faculty members; they serve as *mentors* on discipline-specific topics and career concerns, apart from course scheduling advisement, administered by the CoB designated schedule and *program advisor*. The process of assigning advisees to faculty mentors begins when students are assigned to the program advisor as new freshmen or transfer students or when a student changes a major to a program in the CoB. Then, the program advisor assigns each student to a faculty mentor based on the student's area of interest. The goal in assigning students to faculty mentors is to maintain an equitable distribution across all CoB academic programs; however, specialized programs may have students distributed differently because of the programs' unique nature.

Advising Topics:
- CoB Advising Topics: courses, careers, job placement, programs of study, internships.
- Other Advising Topics within the framework of the academic unit: time management, certifications, professional development.

Minimums:

     A. Consults with students to provide guidance and advice on achieving individual academic and professional goals (*MSU Faculty Handbook*). Examples include leadership opportunities or involvement in the profession, business, community, or student organization activities.

     B. Communicates in a timely manner by e-mailing advisees at the beginning of fall and spring semesters.

Examples of Proficiency:

1. Communicates with advisees regarding deficiency notifications and mid-semester messages.
2. Assists students with career placement or pursuit of graduate studies.

Sources of Evaluation for Teaching and Advising

The evaluation of instruction will include, but is not limited to, the following factors.

1. Student written evaluations and written comments using the Student Perceptions of Learning form. In this section, "classes" or "courses" refer to all delivery methods: face-to-face, on-line, and blended.

   - Classes subject to evaluation include those classes taught during the academic year, including fall and spring.
   - Faculty may request their summer session classes be evaluated.
   - Tenured faculty will have at least 50 percent of their classes evaluated each semester.
   - Classes to be evaluated, and included in the annual evaluation, will be determined by the faculty member by September 15 for fall semester and February 15 for spring semester classes. Department chairs will contact faculty and ask which two classes they wish to include in their annual evaluation for the specific semester. Term 1 eight-week course evaluation results will be sent to the faculty member at the end of the semester with all other evaluation results.
   - At their discretion, faculty may evaluate additional classes.
     - If they want the results made part of their permanent file, the evaluation must conform to evaluation policies.
   - Probationary faculty will have all classes evaluated each semester.
   - All other faculty members will have student evaluations for each class taught.
   - In the event that a student evaluation contains an obvious outlier (an extreme score that seems inconsistent with other scores, high or low), the department chair and the faculty member will meet to discuss whether the outlier should be retained or excluded from the computation.

2. Classroom observation.
   - Faculty members will be notified prior to all observation.
   - Tenured faculty members will be observed in class when the department chair believes such observation is in the best interest of the department.

- Probationary and special contract faculty members serving on a one-academic year contract will be evaluated by chair in-class evaluation once every year.
- All faculty members on contracts other than tenured, probationary, or special will be evaluated by a chair in-class evaluation only when the chair believes it is in the best interest of the department.
- Faculty members at their discretion may request additional classroom observation but must conform to evaluation policies if they want it made part of their permanent file.
- A written report of the in-class evaluation will be submitted to the faculty member no later than ten days after the evaluation was completed.

3. Self-evaluation of past period's performance should be incorporated into annual update form.
   a. Nature of subject matter.
   b. Size of class and time at which it was taught.
   c. Level of course.
   d. Whether the course was a new preparation for the instructor.
   e. Organization of course and effective coverage of material as evidenced by the course syllabus.
   f. Use of innovative instructional techniques.
   g. Grade distribution. The interpretation of grade distribution should consider items a, b, c, and d above, as well as faculty comments.

RESEARCH AND SCHOLARLY ACTIVITY

The College of Business's faculty members add value through their conduct of research and scholarly activity. It is expected, therefore, that faculty members pursue scholarly activity outside what is normally required to prepare for classroom activities. Research and Scholarly activities may be categorized into four areas; faculty may choose to be active in one or more of these categories. Listed under each category are examples of ways faculty may demonstrate their proficiency in Research and Scholarly activity. It is recognized that the substance of an activity is more important than the mere number of activities achieved. The rating of a faculty member will reflect the level of contribution to the mission and goals of the department, college, or university. CoB faculty members are required to contribute a minimum of 10 percent of their time to this role.

Faculty should list items that may be considered both in Scholarship and in Service in ONE area only.

Minimum values or ranges of point values have been assigned to each example. At the discretion of the department chair, faculty members may receive higher point values for major career accomplishments.

1. **Scholarship of Proficiency** speaks to the issue of maintaining currency within one's chosen discipline.
   Examples:

A. Documents progress toward the completion of graduate or post graduate degree.
B. Completes continuing professional education units or hours.
C. Completes formal graduate or post-graduate classes.
D. Serves as dissertation or thesis chair or advisor.
E. Attends a professional conference.
F. Earns a professional certification.
G. Maintains membership in a professional organization.
H. Maintains a professional certification.

2. **Scholarship of Discovery/Creation** involves conducting any form of research that is appropriate to the faculty member's discipline or creative (artistic) endeavors that produce new styles or modes of expression, or a new paradigm or new perspective on an existing paradigm.
   Examples:
   A. Conducts scholarly investigation or research with reasonable benchmarks and/or reports of progress.
   B. Submits a manuscript for publication to appropriate professional journal or academic peer-reviewed journal or press; manuscript is not published within the same calendar year.
   C. Submits a grant proposal and/or secures funding for support of research or scholarly activity.
   D. Engages in sabbatical leave granted and completes sabbatical project.

3. **Scholarship of Dissemination** includes transmitting and sharing information about one's field of academic expertise. Activities include information sharing within the professional community and throughout general society.
   Examples:
   A. Publishes an article in an appropriate professional journal or peer-reviewed academic journal or press.
   B. Publishes a book in an appropriate professional, university, or academic press.
   C. Publishes chapter(s) in a book in an appropriate professional or university press.
   D. Authors or co-authors and presents a scholarly paper or poster at a convention, conference, or meeting of a professional organization.
   E. Publishes a book review or case study in an appropriate professional or university press.
   F. Reviews, edits, or revises previously published material.
   G. Provides academic consultation to researchers.
   H. Authors or co-authors, but does not present, an academic presentation with or without proceedings.
   I. Serves on an academic panel.
   J. Creates and delivers a professional or academic workshop, seminar, or in-service session.
   K. Receives a scholarly faculty award or paper achievement award.
   L. Has professional work cited by other authors in their professional publications.
   M. Creates and publishes an educational audio/visual item.

     N. Serves as an editor, a referee, or a member of an editorial board for an academic journal.

4. **<u>Scholarship of Translation</u>** speaks to translating research findings into new products, services, or artistic expressions of benefit to either the professional or the larger general society.

   Examples:
   A. Develops peer-reviewed software disseminated in professional media and/or adopted by academic/non-academic organizations and/or businesses.
   B. Conducts peer-review of a book, computer program, textbook, articles, and/or cases that will be published or presented in an appropriate venue.
   C. Creates and/or reviews a national exam.
   D. Develops materials adopted for use by professional/business/governmental organizations or agencies.
   E. Consults by serving as panelist at a convention, conference, or meeting of a professional organization.
   F. Consults by sharing disciplinary knowledge with recognized institutions and/or organizations.
   G. Completes goals and objectives of grant(s) in the timeframe required by the granting agencies.

5. **<u>Professional Recognition</u>**:
   Faculty receives awards, recognition, and/or acknowledgements in relation to Research and Scholarship.

<u>SERVICE</u>

The College of Business recognizes that meeting its mission requires faculty members to be active participants in the various academic communities. Faculty members must serve the needs of various constituencies including the community as well as the student and university. The service component of the faculty evaluation will be evaluated on the contributions of the faculty member to the goals of the department, college, and university through service provided to the university, community, state, or region involving professional expertise.

Outlined below are three categories of Service. Listed under each category are examples of ways faculty members may demonstrate their proficiency in Service. The minimum acceptable level of Service is to actively participate in special and general meetings of the department, college, and university, and to engage in activities that benefit the community and/or the profession. It is recognized that the substance of an activity is more important than the mere number of activities achieved. The rating of a faculty member will reflect the level of contribution to the mission and goals of the department, college, or university. CoB faculty members are required to contribute a minimum of 10 percent of their time to this role.

Faculty should list items that may be considered both Scholarship and Service in ONE area only.

Minimum values or ranges of point values have been assigned to each example. At the discretion of the department chair, faculty members may receive higher point values for major career accomplishments.

Faculty may provide a description of their role and level of participation in service activities listed.

1. **Service to the University** speaks to serving the university through non-teaching areas of responsibility or duties that may or may not be related to one's recognized area of expertise and may not be academic in nature but that contribute to the functional operation of the university. This includes service to the student, department, college, and university.

   Examples:
   A. Serves as an active member of the faculty member's department and College of Business by participating in committees and performing other tasks on behalf of the department and college.
   B. Serves as an active member of an MSU committee.
   C. Serves as a coordinator of a program such as internship, leadership, VITA, etc., outside of teaching load.
   D. Serves as advisor/co-advisor to a student organization.
   E. Serves as chair (or other officer) of an active department, college, or university committee.
   F. Mentors faculty and/or prepares and disseminates materials useful to other faculty members.
   G. Represents the department, college, and/or university in student recruitment in formal settings or site visits.
   H. Engages in other activity that provides a service to the university (example, Etiquette Lunch server).

2. **Service to the Community** speaks to the voluntary application of a faculty member's recognized area of expertise in the community. Volunteering services outside of the faculty member's recognized area of expertise will be considered for evaluation purposes with the understanding that such services may or may not be considered toward promotion or tenure.

   Examples:
   A. Serves as an active member, officer, director, or advisory board member, of a community organization, possibly serving based on professional capacity.
   B. Delivers presentations (not for research papers) requiring the use of one's professional expertise to community groups.
   C. Cooperates with media to promote the department, college, and university by providing interviews, newspaper columns, radio programs, television broadcasts or webcasts that requires use of one's professional knowledge.
   D. Serves as a consultant utilizing one's professional expertise to a community organization, practicing business, educational community, or researchers.

     E. Develops student internship programs or opportunities with area businesses, agencies, and community organizations.
     F. Volunteers substantial time and energy, unpaid, to a community service organization.
     G. Engages in other activity of service to the community that brings positive recognition to the university.

3. **<u>Service to the Profession</u>** speaks to voluntary service to a professional organization within a faculty member's recognized area of expertise. Services include duties or responsibilities not necessarily related to the faculty member's content field, but to the functional operation of the professional organization.

   Examples:
     A. Serves as a committee chair, an officer, or in another leadership role to a local, regional, or national professional organization.
     B. Serves as a member of a committee for a local, regional, or national professional organization.
     C. Serves as a site visitor of a regional or national accreditation agency.
     D. Organizes a conference, convention, or sessions at professional meetings in the faculty member's academic discipline.
     E. Presents either oral or written testimony, white paper, or other communication to a local, state, national, or international organization.
     F. Manages a student project or research resulting in a student's presentation at a local, state, or national professional conference.
     G. Serves as an editor, a referee, or member of an editorial board for an academic journal.
     H. Engages in other activity that provides a service to the profession and brings recognition to the university.

4. **<u>Professional Recognition:</u>**
   Faculty receives awards, recognition, and/or acknowledgements in relation to Service.

<u>PROCEDURES FOR FACULTY EVALUATIONS</u>

The evaluation period will conform to the Academic Affairs calendar, which will be distributed to the faculty at the beginning of fall semester. In conformance with the Academic Affairs calendar, faculty will develop their self-evaluation and goals and will present them to the chair of the department for approval. The evaluation period will be the preceding calendar year. The goals should include the weights to be applied to teaching and advising, research and scholarly activity, and service. Since teaching is the primary mission at Minot State University, teaching and advising should normally consist of (no less than) 50 percent of the weight in the evaluation. The minimum weight to be applied to service and scholarly activity is 10 percent each. The remaining percent will be allocated by the faculty member to the areas of interest and activity. If release time is granted for service or scholarly activity, additional percent will automatically apply to the area for which release time was granted. In the case of a reduction of teaching below 50 percent, the reduction will also be

applied to the area where release was granted. The anticipated activities of a faculty member should be listed in the faculty goals. Any special activities that are not listed in the scholarly activity and service sections of this document are to be approved by the department chair if they are to be considered as scholarly activity or service.

Faculty members on probationary contracts will be evaluated annually based upon the previous academic year's performance or more frequently, and in an informal environment, if requested by the faculty member.

A faculty member who has a special contract encompassing two succeeding semesters (one academic year), with a full time or equivalent faculty load, will be evaluated annually based upon performance in the current contract period, with the following rules applied:

- the responsible chair in agreement with the instructor has the option to determine the specific weight to be attached to teaching and advising, research and scholarly activity, and service, based upon duties that chair has assigned.
- the chair has the option to evaluate more frequently if warranted.

The chair has the option to evaluate any faculty member teaching a class for which his/her department has subject matter responsibility, when the contract is for a teaching load of either less than one academic year, or less than a full-time equivalent load. The chair and the faculty member will agree on the appropriate criteria or categories that will be evaluated.

Student Perception of Learning (SPL) forms will be sent electronically to students for all courses other than single student courses. Other courses that may be omitted from the process may include courses where faculty have limited interaction with the students, and/or courses agreed upon by discipline-specific faculty within each academic unit. All course evaluations will be distributed to faculty at the conclusion of the full 16-week semester regardless of length of course.

The chair will prepare a written evaluation of each faculty member; a copy of this evaluation will be given to the faculty member no less than one calendar week before it is submitted to the Vice President for Academic Affairs. Copies of student evaluations will be available to the evaluated faculty member.

If the faculty member disagrees with the chair's evaluation, the faculty member may submit additional materials and should discuss issues with the chair to try to resolve differences during the following calendar week.

At the chair's discretion and/or request of the faculty member, a CoB review committee may be appointed to make recommendations in cases of disagreement. Appointment of the committee shall be by a process agreeable to both parties.

There will be an on-going College of Business Evaluation Committee with equal representation from each department on the committee. Faculty members and/or chairs may

submit suggested changes to the evaluation document. The Evaluation Committee will meet only when it has business. The evaluation document will be revised no more than once per year and only if changes are to be made to the document. All suggested changes must be submitted to the Evaluation Committee no later than March 1 of the academic year. All suggested changes will be voted on by the faculty before they become part of the document.

APPEAL PROCEDURES

In the case of a disagreement about their evaluation, faculty members will have the opportunity to submit additional documentation and request external peer review from the university at any stage during the evaluation process.

If disagreement cannot be resolved at the CoB level, the faculty member may follow the University appeal procedures and may appeal to the Special Review Committee. All reports and documentation from the beginning of the evaluation process will be forwarded to the next unit level in the case of an appeal of the faculty evaluation.

College of Business approved: May 2, 2013
Effective date: January 1, 2014, for calendar year 2013 evaluation.

Matrix for Assessing Faculty Roles and Criteria
College of Business

TEACHING AND ADVISING

Instructional Design Skills*
Instructional Delivery Skills*
Instructional Assessment Skills*
Course Management Skills
Advising/Counseling
*Content Expertise is based on overall assessment of these three areas

RESEARCH AND SCHOLARSHIP

Scholarship of Proficiency
Scholarship of Discovery/Creation
Scholarship of Dissemination
Scholarship of Translation

SERVICE
Service to the University
Service to the Profession
Service to the Community