

Principles for Faculty Evaluation

CANR Promotion and Tenure Committee

1. To effectively evaluate a faculty member, the Committee must consider and evaluate three major categories for excellence:

- a. an assessment of the faculty member's performance of assigned duties;
- b. an assessment of the person's scholarly achievements; and
- c. an assessment of the person's service activities.

In conducting assessments, the Committee operates on the premise that faculty excellence is a matter to be judged, not measured.

2. Assigned duties for a faculty member can include research, teaching, extension/outreach and/or administration. Because the college is a collaborative effort, contributions to collaborative works are included in the assessment of performance of assigned duties. Furthermore, it is expected that a faculty member will demonstrate a commitment to standards of intellectual and professional integrity in all aspects of faculty responsibilities. The Committee acknowledges that some faculty positions will be more disciplinary oriented with few additional responsibilities, whereas others may have extensive assigned duties in teaching, extension/outreach, advising) or administration. However, some scholarly activities are expected of all tenure-track faculty members regardless of assigned duties. The Committee assesses performance according to assigned duties, not in relation to the budgetary appointment.

3. In order to evaluate a faculty member, the Committee – following Boyer (1990) and Weiser (1999) defines scholarly achievements as a creative work that is peer-reviewed and publicly disseminated.

As such there are six forms of scholarship:

- a) discovery of knowledge;
- b) multidisciplinary integration of knowledge;
- c) development of new technologies, methods, materials or uses;
- d) application of knowledge to problems;
- e) dissemination of knowledge; and,
- f) interpretation in the arts.

This definition can be applied to teaching, research, extension/outreach, service and administration duties. The Committee is interested not only in how faculty invest their time, the activities in which they

participate, and who they reach, but also in the short, medium and long term results and impacts of the faculty's scholarly efforts.

4. Service activities are implicit in the appointment of all faculty members. A faculty member is expected to demonstrate excellence in service through a continuing commitment to academic professional and public service activities.

5. A faculty member is expected to demonstrate continual involvement in his or her intellectual and performance capabilities by improving his or her effectiveness in teaching, research, extension/outreach) service and/or administration. A faculty member also is expected to make contributions to the collegial environment of his or her academic unit.

References

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