

Academic Affairs Administrative HANDBOOK

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TABLE OF CONTENTS

Part I: The Role of the Academic Affairs Administrative Handbook

Part II: The Individual Faculty Member

- 201. Personal Qualifications
- 202. Academic Preparation and Experience
- 203. Academic Tenure Policy
- 204. Time Toward Tenure
- 205. Time Spent on Leave
- 206. Faculty Responsibilities to the College
- 207. Faculty Teaching Load
- 208. Overload Teaching
- 209. Outside Work
- 210. Faculty Absences
- 211. Attendance at College Events
- 212. Expectations for Part-time Faculty
- 213. Evaluations for All Faculty Members
- 214. Student Evaluation Process
- 215. Additional Documentation
- 216. VPAA Discretion
- 217. Required Documents on File
- 218. Deadlines
- 219. Faculty Contracts
- 220. Salary Scale
- 221. Travel to Professional Meetings
- 222. Leave Policy
- 223. Sabbatical Leaves
- 224. Leaves of Absence
- 225. Tuition Remission
- 226. Dining Hall
- 227. Academic Freedom
- 228. Grievance Procedure
- 229. Faculty Records
- 230. Emeritus Status

Part III: The Faculty Member and Students

- 301. Course Syllabi
- 302. Attendance Policy
- 303. Ordering Textbooks
- 304. Grading Systems
- 305. FLAG System
- 306. Gradebooks
- 307. Classroom Changes
- 308. Program/Divisional Field Trips
- 309. Trips by Athletic Teams
- 310. Jurisdiction Over Off-campus Trips
- 311. Conferences on Campus
- 312. One Day Changes

- 313. Final Examinations
- 314. Grade Appeals
- 315. Office Hours
- 316. Academic Advising
- 317. Letters of Recommendation
- 318. Student Government

Part IV: The Faculty Member and Colleagues

- 401. Faculty Meetings
- 402. Faculty Conference
- 403. Academic Procession
- 404. Academic Recessional
- 405. Regalia
- 406. Marshal of the College
- 407. Standing Faculty Committees
- 408. Honorary Degree Committee
- 409. Divisions
- 410. The Chair of the Division
- 411. Course Schedules and Teaching Assignments
- 412. Course Proposals
- 413. Divisional Budgets
- 414. Library Book Ordering

Part V: Standing Committees

- 501

**PART 1: THE ROLE OF THE ACADEMIC AFFAIRS ADMINISTRATIVE
HANDBOOK**

101. This handbook states the official policies of the College in relation to its faculty members.

102. The Vice President for Academic Affairs issues these policies and publishes this handbook, in consultation with the Faculty Organization Committee.

103. Policy changes in this handbook must be approved by the President of the College.

104. Policies affecting faculty are also to be found in four other official publications of the College:

- The Course Catalog
- The Maggie (student handbook)
- MacMurray College Policies and Procedures Manual
- The Faculty By-laws.

To avoid conflicts and errors in updating, policies stated in those publications will not be duplicated in this handbook. Instead, readers will be referred to those publications as appropriate.

105. When changes are made, the Vice President for Academic Affairs will distribute to all faculty either an up-to-date version of this handbook or up-to-date corrections for a version previously distributed to faculty or update the handbook on the College's website.

106. In matters (such as copyright for faculty work) not addressed in this handbook or in the documents named above (Sec. 104), the College will be informed by the statements and reports of the American Association of University Professors.

PART 2: THE INDIVIDUAL FACULTY MEMBER

Qualifications for Appointment and Promotion

201. Personal Qualifications: For appointment to any position on the MacMurray faculty, for renewal of contract, or for promotion, the individual should give evidence of possessing those personal qualifications which contribute to a sense of community on the campus, to desirable attitudes and emotional poise among students; and the individual should give evidence of possessing those professional qualifications which enable him/her to fulfill the responsibilities of teaching, service, and scholarship.

202. Academic Preparation and Experience: The Table of Academic Preparation and Experience outlines the standards for the selection of persons to serve on the faculty in various academic ranks. In the fields of study in which the doctorate is not the usual terminal degree or the number of candidates with the doctorate is small, some of the standards of academic preparation may be waived, but consideration shall be given in those cases to comparable training and/or eminence in a special field. In some instances, unusual professional experience may be accepted in lieu of services at a given academic rank. Such deviations from these standards will be made only after investigation which demonstrates the desirability for such exceptions.

Promotions will be made for achievement of recognized standards of academic preparation, length of service at appropriate rank, and professional status. They also represent recognition of personal growth and the total worth of the individual's contribution to the College.

In meeting the requirements for appointment, promotion, tenure, and salary increments, where the completion of graduate study (course work, residence, dissertation, etc.) is involved, the faculty member must present a transcript as evidence of work completed before the requirement can be said to be fulfilled.

203. Academic Tenure Policy

(1) When a faculty member is employed, a written contract shall be signed by both the institution and the faculty member. The duration of the contract shall normally be for one (1) academic year and end May 31.

(2) At the expiration of this contract a new one may be made from year to year. A faculty member coming to MacMurray College with no previous full-time college teaching experience will be notified (if retained) when the contract for the seventh year is issued whether tenure will be granted or not. If tenure is not granted, the seventh year's contract is terminal. If a faculty member comes to MacMurray with one year of full-time college teaching experience, when the contract for the sixth year is issued; with two years of full-time college teaching experience, when the contract for the fifth year is issued; with three or more years of full-time college teaching experience, when the contract for the fourth year at MacMurray is issued. Faculty members with prior full-time experience will be notified in writing of the probationary policy in this paragraph during their first year at MacMurray. A non-tenured faculty member who has completed at least three years at the rank of Assistant Professor (including credit for service at another college or university) will be considered in a subsequent year both for tenure and for promotion to Associate Professor at the same time and with the same procedures. The time for the tenure decision (Sec. 203 [2], first paragraph) will determine the time for this consideration.

(3) If a faculty member is not to be continued in service after the first year of teaching, notification will be given not later than March 1; during the second year, notification will be given not later than December 15; and after the faculty member has served two or more years at MacMurray, notification will be given before the beginning of the terminal contract.

(4) A faculty member who has received tenure at another college or university will be notified (if retained) no later than the end of the second year (May 31) at MacMurray whether tenure will be granted or not.

(5) During the probationary period a faculty member shall have the academic freedom that all other members of the faculty have.

(6) Normally the earned doctorate or customary terminal degree in one's field is one of the prerequisites to the granting of tenure.

(7) Final determination for granting tenure shall be formally approved by the Board of Trustees and tenure cannot be granted without this approval.

(8) Notwithstanding any of the foregoing provisions and regardless of notice, the College reserves the right to terminate or suspend a probationary or continuous appointment at any time for just cause. Just cause includes such factors as inability to perform duties due to poor health (mental or physical), immorality, demonstrated professional incompetence, financial exigency of the College, elimination of departments or programs, or conviction of a felony under Illinois or federal law.

TABLE OF ACADEMIC PREPARATION AND EXPERIENCE (Revised March, 2008)

Academic Preparation	Professional Status as Scholar and Teacher	Length of time in Rank to be eligible for promotion for tenure track positions
<i>INSTRUCTOR</i>		
Master's degree in field, evidence of eligibility by the usual standards, or record of professional achievement	<u>Typical Criteria would include:</u> 1. Evidence of competence in teaching and 2. competence in field of study.	Minimum: none. Maximum*: 3 yrs at MacMurray College
<i>ASSISTANT PROFESSOR</i>		
An earned doctorate or customary terminal degree in candidate's field	<u>Typical criteria would include:</u> 1. Demonstrated ability as a teacher; 2. Demonstrated promise as a scholar; 3. Demonstrated service to the college and/or community.	Minimum: 3 yrs at MacMurray College Maximum*: 6 yrs (Instructor + Asst. Prof.)
<i>ASSOCIATE PROFESSOR</i>		
An earned doctorate or customary terminal degree in candidate's field	<u>Typical criteria would include:</u> 1. Demonstrated excellence in teaching; 2. Demonstrated ability as a scholar; 3. Demonstrated service to the college and/or community; 4. Promise of executive ability or leadership.	Minimum: 4 yrs. Maximum: none
<i>PROFESSOR</i>		
An earned doctorate or customary terminal degree in candidate's field;	<u>Typical criteria would include:</u> 1. Demonstrated excellence in teaching; 2. Demonstrated ability as a scholar; 3. Demonstrated service to the college and/or community; 4. Demonstrated executive ability or leadership to the college.	Maximum: none

Special cases will be considered on an individual basis. *For instructors and Assistant Professors maximum means the maximum number of years the faculty member may remain at the college before being considered for promotion. If eligibility for promotion is not achieved during this time, the terminal contract will be issued during this year for employment in the following year.

204. Time Toward Tenure: A faculty member accumulates time toward tenure when possessing a full-time faculty contract and when teaching responsibilities represent more than 50% of the

computed work load. Any exceptions to this policy are made in writing in the contract.

205. Time Spent on Leave

Part-time teaching and time spent on leave (other than sabbaticals) will not be considered as progress toward tenure.

206. Faculty Responsibilities to the College

Categories listed in order of importance:

1. Teaching
 - a) Teaching classes, including preparation, testing, reporting grades, and ordering necessary supplies, equipment, and library materials.
 - b) Advising of students, especially during designated periods of pre-registration and registration.
 - c) Cooperating with or supervising of students involved in field experiences, career experiences, student teaching, or honors programs, and senior theses.
 - d) Curriculum development.
2. Service
 - a) Fulfilling assessment responsibilities of programs, divisions, and the College.
 - b) Working on standing and ad hoc committees.
 - c) Attending faculty meetings regularly
 - d) Performing assigned administrative duties within the division.
 - e) Assisting the Admissions Office in the recruitment of students for the division.
 - f) Cooperating in the conduct of appropriate institutional research.
 - g) Cooperating with the office of Institutional Advancement and providing information concerning department and professional activities.
 - h) Serving in business and community groups.
 - i) Serving in governmental bodies: campus, local, county, state, or nation.
3. Scholarship
 - a) Maintaining involvement in professional reading and other professional activities.
 - b) Conducting basic or applied research and publication.
 - c) Serving in professional associations, peer reviewed presentations or publications including workshops, conferences and professional seminars.
 - d) Attending conferences.

207. Faculty Teaching Load: The normal teaching load is 24 hours (8 three-hour courses) or the equivalent per academic year. Laboratory, applied lessons, and studio hours are considered two-thirds of the clock hours. One section of applied lessons counts as a full load with nine students. The same applies for field experience courses in Education. Other adjustments are made individually. The total number of student hours is an important supplementary measure of the load of each teacher. Announced classes are generally taught if six or more students register. Announced classes with fewer than six students enrolled are subject to cancellation. In a course team taught by two faculty members, for both to get teaching load credit at least twenty students must register.

- a) Tours must have an enrollment of ten regular students. In a course team taught by two faculty members, for both to get teaching load credit at least twenty regular students must register.
- b) Every six student teachers supervised is equivalent to a full course (3 credit hours) in a faculty member's teaching load for the year.

c) Directed Studies, Independent Studies, and internships (Career Experience and Field Practicum) are considered normal responsibilities of full-time faculty and do not affect the calculation of the teaching load. Faculty members may accept or decline requests for such courses. Faculty are paid \$35 for each credit of directed and independent study during the fall and spring semesters. Faculty are paid \$20 for each credit of career experience.

d) Faculty members may ask the Vice President for Academic Affairs to reduce their teaching load or other responsibilities (such as committee assignments) for special projects such as grant writing, developing or revising curricula, or developing new course materials. A faculty member must submit a written proposal, meet with the Vice President for Academic Affairs in advance to determine the amount and scheduling of the load reduction, sign a document indicating the specifics of the proposal, and meet with the Vice President for Academic Affairs at the end of the term to determine if the outcomes of the proposal were achieved. If the outcomes are not achieved, the faculty member may have his or her teaching load increased the next academic year or be subject to a financial penalty.

208. Overload Teaching: In unusual circumstances, it may be necessary for faculty to teach more than a normal load. Such overloads must be approved by the Vice President for Academic Affairs and that faculty member may receive additional compensation. If compensation is granted, it shall be at \$634 per credit hour for an instructor or assistant professor and at \$700 per credit hour for an associate or full professor.

209. Outside Work: Full-time faculty members may be employed outside the College, provided such employment does not interfere with their full-time responsibilities to the College during the Academic year. The Vice President for Academic Affairs must approve any such outside employment. Refer to the College Personnel Handbook.

210. Faculty Absences: Faculty absences from class must be reported in advance to the division chair and to the Registrar. Arrangements to hold classes during the necessary absence of a faculty member should be made through the cooperation of colleagues or by the appropriate scheduling of an examination. Such arrangements are made in all cases of illness, for attendance at professional meetings, and for other urgent reasons. All attempts should be made to not cancel classes.

211. Attendance at College Events: Faculty are invited to attend many events on campus.

Certain events have such significance that attendance is required. Any request for an excuse is addressed to the Vice President for Academic Affairs and is based upon illness or other reason of similar urgency. These events include Opening Convocation, Honors Convocation, Baccalaureate, Commencement, and other convocations when academic costume is worn. (See Secs. 404-407 on academic convocations and regalia.)

Attendance at all Faculty meetings by all full-time faculty is required. Faculty members should notify the Vice President for Academic Affairs or the Faculty Secretary if unable to attend.

212. Expectations for Part-time Faculty: Part-time faculty members are expected to meet with their classes and make themselves available for consultation with the students and with colleagues. They shall participate in the college evaluation system.

Part-time faculty members shall use student evaluations in all of their courses every semester. They are to have a peer evaluation a peer evaluation their first three semesters and every second year thereafter.

213. Evaluation of All Faculty Members: All full-time members of the MacMurray faculty, including those on tenure, are to be evaluated each year. Faculty members who are under consideration for tenure, promotion, and rehiring are subjected to further periodic evaluation according to the schedule outlined below. In addition to evaluation for raises in salary, tenure, promotion, and rehiring, the fundamental purpose of this program is to enable the individual faculty member to improve the effectiveness of his/her performance. The following process of evaluation will be used:

Faculty Evaluation Process

Forms to be Completed by the Faculty Member			
	Tenured	Tenure Track	Non-Tenure Track
Annual Performance Evaluation (Form A)	Annually	Annually	Annually
Student Evaluations (Form B)	All courses every semester	All courses every semester	All courses every semester
Self-appraisal of Teaching (Form C)	None	First two semesters	First two semesters
Portfolio (Form D)	Promotion	3 rd and 6 th years	None

Schedule of Review and By Whom			
	Tenured	Tenure Track	Non-Tenure Track
Division Chair	<ol style="list-style-type: none"> Annually Five Year Review (Every five years) Promotion 	<ol style="list-style-type: none"> Annually 1st two semesters 3rd and 6th year review 	<ol style="list-style-type: none"> Annually 1st two semesters Third Year Review (every three years)
Status Committee	<ol style="list-style-type: none"> Five year review (Every five years) Promotion 	<ol style="list-style-type: none"> 1st two semesters Third year review Sixth Year Review 	<ol style="list-style-type: none"> 1st two semesters Third Year Review (every three years)

VPAA	<ol style="list-style-type: none"> 1. Annually 2. Five Year Review (Every five years) 3. Promotion 	<ol style="list-style-type: none"> 1. Annually 2. 1st two semesters 3. Third year review 4. Sixth Year Review 	<ol style="list-style-type: none"> 1. Annually 2. 1st two semesters 3. Third Year Review (every three years)
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I. Delineation of Roles

A. Vice President of Academic Affairs

1. Final decisions regarding all faculty personnel matters reside with the Vice President of Academic Affairs as designated by the President. Promotion and tenure decisions ultimately reside with the Board of Trustees.

B. Division Chairs

1. To render daily decisions regarding all faculty personnel matters, including student conflicts with faculty members and conflicts between faculty members within a division as designated by the Vice President for Academic Affairs.
2. To advise the Vice President for Academic Affairs and the President on the appointment, evaluation, promotion, tenure and the removal of faculty members.
3. To participate in evaluation and disciplinary meetings of faculty members as determined by the Vice President of Academic Affairs.
4. To advise the Vice President for Academic Affairs and the President on sabbatical leave, sick leave, and other leave members for faculty members.

C. Faculty Status Committee

1. The committee as a whole acts as an advisory body to the Vice President of Academic Affairs.
2. To advise the Vice President for Academic Affairs and the President on the appointment, evaluation, promotion, tenure and the removal of faculty members.
3. To advise the Vice President for Academic Affairs and the President on sabbatical leave, sick leave, and other leave members for faculty members.

II. Requirements for All Full-time Faculty Members

A. Annual Performance Evaluation

1. Each faculty member will complete a self-evaluation using the annual performance evaluation. That form will be sent to Division Chairs and to the VPAA and be due by June 1 of each academic year.
2. Each division chair will complete a performance evaluation on each faculty member of their division. Those evaluations will be sent to the Vice President for Academic Affairs and will due one week before the first day of fall classes.

3. Each faculty member will meet with their Division Chair for an annual performance evaluation meeting no later than the end of the fourth week of the fall semester. The Vice President of Academic Affairs reserves the right to attend those meetings.
4. The final performance evaluation that is signed by the faculty member and the division chair will be sent to the Vice President of Academic Affairs. That form should be sent within 48 hours of its completion.
5. The Vice President of Academic Affairs will review all evaluations conducted and reserve the right to make changes. The Vice President for Academic Affairs will report to the Division Chair and faculty member his/her final evaluation.

B. Teaching Evaluations

1. Teaching evaluations completed each semester for all courses, including clinicals, field experiences, and laboratory sections.
2. Independent and directed studies are optional, but encouraged in cases where three or more students are taking the same directed or independent study.

III. Additional Requirements for Tenured Faculty

- A. Five Year Review: Full review every five years by the Faculty Status Committee, the Division Chair, and Vice President of Academic Affairs. The purpose of the review is for professional development and for peer review of colleagues.

1. Documents for Review
 - i. Last five years of annual performance evaluations (provided by VPAA)
 - ii. Last five years of student evaluations (provided by VPAA)
 - iii. Last five years of peer review, if any. (Provided by VPAA)
 - iv. Statement of no more than 750 words by the faculty member about their performance and professional development and goals for the future. (Provided by professor under review)

2. Process of Review

Faculty Status

- i. The committee will review all documents.
- ii. The recommendation (no more than 500 words) of the committee shall be sent to the Vice President of Academic Affairs.

Division Chair

- iii. The Division Chair will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The Division Chair will complete a peer evaluation form for each observation.
- iv. The Division Chair will review all documents.
- v. The recommendation (no more than 500 words) of the Division Chair shall be sent to the Vice President of Academic Affairs.

Vice President for Academic Affairs

- vi. The VPAA will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The VPAA will complete a peer evaluation form for each observation.
 - vii. The VPAA will review all documents and recommendations from the Division Chair and Faculty Status Committee. The VPAA shall provide a written statement regarding the results of the review to the faculty member and the VPAA shall meet with the faculty member and the Division Chair to share those results.
- B. Promotion: When a faculty member is up for promotion the faculty member develops a portfolio that is due no later than the second week of the semester in which the review will be conducted. The completed portfolio is given to Office of the Vice President of Academic Affairs.
- 1. The portfolio
 - i. Must include:
 - 1. All annual performance evaluations
 - 2. All student evaluations
 - 3. All peer observations
 - 4. All syllabi
 - 5. A statement of no more than 750 words
 - ii. May include:
 - 1. Letters of support from colleagues, students, or others
 - 2. List of publications or professional exhibits
 - 3. Samples of tests, assessment tools, or student papers or projects
 - 4. Other items deemed appropriate by the faculty member
 - 2. Process
 - Faculty Status
 - i. The committee will review all documents.
 - ii. The recommendation (no more than 500 words) of the committee shall be sent to the Vice President of Academic Affairs.

Division Chair

- iii. The Division Chair will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The Division Chair will complete a peer evaluation form for each observation.
- iv. The Division Chair will review all documents.
- v. The recommendation (no more than 500 words) of the Division Chair shall be sent to the Vice President of Academic Affairs.

Vice President for Academic Affairs

- vi. The VPAA will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The VPAA will complete a peer evaluation form for each observation.
- vii. The VPAA will review all documents and recommendations from the Division Chair and Faculty Status Committee.
- viii. The VPAA makes a recommendation to the President who, in turn, makes a recommendation to the Board of Trustees. The Board of Trustees makes a determination based on their by-laws, policies, and procedures.
- ix. The VPAA or President will inform the faculty member of the results.

IV. Additional Requirements for Tenure Track Faculty

A. First Two Semesters

1. The faculty member will complete a self-appraisal of teaching form at the end of each of the first two semesters. That appraisal will be due by the end of the first week of classes of the following semester. That self-appraisal will be sent to the Office of the Vice President of Academic Affairs.

3. Process

Faculty Status

- i. The committee will review all documents.
- ii. The recommendation (no more than 500 words) of the committee shall be sent to the Vice President of Academic Affairs by the third week of the semester.

Division Chair

- iii. The Division Chair will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The Division Chair will complete a peer evaluation form for each observation.
- iv. The Division Chair will review all documents.
- v. The recommendation (no more than 500 words) of the Division Chair shall be sent to the Vice President of Academic Affairs by the third week of the semester.

Vice President for Academic Affairs

- vi. The VPAA will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The VPAA will complete a peer evaluation form for each observation.
- vii. The VPAA will review all documents and recommendations from the Division Chair and Faculty Status Committee.
- viii. The VPAA or the Division Chair will meet with the faculty member to discuss his/her performance.

B. Third Year Review

1. In the third year, the Faculty Status Committee and the Division Chair shall make a recommendation about whether the candidate's performance is sufficient to continue the tenure process. That recommendation shall be made to the Vice President for Academic Affairs. He/she shall communicate the final conclusion to the faculty member.
2. Portfolio: The faculty member develops a portfolio that is due no later than the second week of the semester in which the review will be conducted. The completed portfolio is given to Office of the Vice President of Academic Affairs. The portfolio
 - i. Must include:
 1. All annual performance evaluations
 2. All student evaluations
 3. All peer observations
 4. All syllabi
 5. A statement of no more than 750 words by the professor about his/her performance, professional development, and future goals.
 - ii. May include:
 1. Letters of support from colleagues, students, or others
 2. List of publications or professional exhibits
 3. Samples of tests, assessment tools, or student papers or projects
 4. Other items deemed appropriate by the faculty member

3. Process of Review

Faculty Status

- i. The committee will review all documents.
- ii. The recommendation (no more than 500 words) of the committee shall be sent to the Vice President of Academic Affairs.

Division Chair

- iii. The Division Chair will observe the tenured faculty member's performance in at least one course, clinical, field experience, and laboratory section. The Division Chair will complete a peer evaluation form for each observation.
- iv. The Division Chair will review all documents.
- v. The recommendation (no more than 500 words) of the Division Chair shall be sent to the Vice President of Academic Affairs.

Vice President for Academic Affairs

- vi. The VPAA will observe the tenured faculty member's performance in at least one course, clinical, field experience, and laboratory section. The VPAA will complete a peer evaluation form for each observation.
- vii. The VPAA will review all documents and recommendations from the Division Chair and Faculty Status Committee. The VPAA shall provide a written statement regarding the results of the review to the faculty member

and the VPAA shall meet with the faculty member and the Division Chair to share those results.

C. Sixth Year Review

1. In the sixth year, the Committee and the Division Chair shall make a recommendation about whether the candidate's performance is sufficient for tenure. That recommendation shall be made to the Vice President for Academic Affairs. He/she will make a recommendation to the President, who shall then make a recommendation to the Board of Trustees. Tenure can only be granted by a vote of the Board of Trustees pursuant to college by-laws.
2. Portfolio: The faculty member develops a portfolio that is due no later than the second week of the semester in which the review will be conducted. The completed portfolio is given to the Office of the Vice President of Academic Affairs. The portfolio
 - i. Must include:
 1. All annual performance evaluations
 2. All student evaluations
 3. All peer observations
 4. All syllabi
 5. A statement of no more than 750 words by the professor about his/her performance, professional development, and future goals.
 - ii. May include:
 1. Letters of support from colleagues, students, or others
 2. List of publications or professional exhibits
 3. Samples of tests, assessment tools, or student papers or projects
 4. Other items deemed appropriate by the faculty member
3. Process

Faculty Status

- i. The committee will review all documents.
- ii. The recommendation (no more than 500 words) of the committee shall be sent to the Vice President of Academic Affairs.

Division Chair

- iii. The Division Chair will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The Division Chair will complete a peer evaluation form for each observation.
- iv. The Division Chair will review all documents.
- v. The recommendation (no more than 500 words) of the Division Chair shall be sent to the Vice President of Academic Affairs.

Vice President for Academic Affairs

- vi. The VPAA will observe the tenured faculty member's performance in at least one course, clinical, field experience, or laboratory section. The VPAA will complete a peer evaluation form for each observation.
- vii. The VPAA will review all documents and recommendations from the Division Chair and Faculty Status Committee.
- viii. The VPAA makes a recommendation to the President who, in turn, makes a recommendation to the Board of Trustees. The Board of Trustees makes a determination based on their by-laws, policies, and procedures. The VPAA or President will inform the faculty member of the results.

V. Additional Requirements for Non-Tenure Track Faculty

A. First Two Semesters

1. The faculty member will complete a self-appraisal of teaching form at the end of each of the first two semesters. That appraisal will be due by the end of the first week of classes of the following semester. That self-appraisal will be sent to the Office of the Vice President of Academic Affairs.

2. Process

Faculty Status

- ix. The committee will review all documents.
- x. The recommendation (no more than 500 words) of the committee shall be sent to the Vice President of Academic Affairs by the third week of the semester.

Division Chair

- xi. The Division Chair will observe the tenured faculty member's performance in at least one course, clinical, field experience, and laboratory section. The Division Chair will complete a peer evaluation form for each observation.
- xii. The Division Chair will review all documents.
- xiii. The recommendation (no more than 500 words) of the Division Chair shall be sent to the Vice President of Academic Affairs by the third week of the semester.

Vice President for Academic Affairs

- xiv. The VPAA will observe the tenured faculty member's performance in at least one course, clinical, field experience, and laboratory section. The VPAA will complete a peer evaluation form for each observation.
- xv. The VPAA will review all documents and recommendations from the Division Chair and Faculty Status Committee.
- xvi. The VPAA or the Division Chair will meet with the faculty member to discuss his/her performance.

B. Third Year Review: Full review by the Faculty Status Committee, the Division Chair, and Vice President of Academic Affairs every three years in the Fall Semester. The purpose of the review is for professional development and for peer review of colleagues.

1. Documents for Review

- i. Last five years of annual performance evaluations (provided by VPAA)
- ii. Last five years of student evaluations (provided by VPAA)
- iii. Last five years of peer review, if any. (Provided by VPAA)
- iv. Statement of no more than 750 words by the faculty member about their performance and professional development and goals for the future. (Provided by professor under review)

2. Process of Review

Faculty Status

- i. The committee will review all documents.
- ii. The recommendation (no more than 500 words) of the committee shall be sent to the Vice President of Academic Affairs.

Division Chair

- iii. The Division Chair will observe the tenured faculty member's performance in at least one course, clinical, field experience, and laboratory section. The Division Chair will complete a peer evaluation form for each observation.
- iv. The Division Chair will review all documents.
- v. The recommendation (no more than 500 words) of the Division Chair shall be sent to the Vice President of Academic Affairs.

Vice President for Academic Affairs

- vi. The VPAA will observe the tenured faculty member's performance in at least one course, clinical, field experience, and laboratory section. The VPAA will complete a peer evaluation form for each observation.
- vii. The VPAA will review all documents and recommendations from the Division Chair and Faculty Status Committee. The VPAA shall provide a written statement regarding the results of the review to the faculty member and the VPAA shall meet with the faculty member and the Division Chair to share those results.

214. Student Evaluation Process: Evaluation by Students: Please arrange to administer the official MacMurray College rating form, Student Evaluation of Teaching, to each class taught. See Appendix for a copy of the Student Evaluation of Teaching form and instructions for the administration of the evaluation. The instructions include instructions for the students that are to be read to them before the form is handed out. A division secretary, division chair, or faculty colleague shall distribute and collect the forms. The faculty member who is being evaluated should not be present. The division secretary, division chair, or faculty colleague should put the evaluation forms in a large envelope and seal it. This envelope should then be signed across the flap by the faculty member being evaluated and delivered by the division secretary, division

chair, faculty colleague, or responsible student to the office of the Vice President for Academic Affairs.

The written comments of the students will be separated from the rating scale on the form and the office of the Vice President for Academic Affairs will have the comments typed and made available to the faculty member. The faculty member will not have access to the handwritten comments. After final grades for the course have been received in the Recorder's Office the faculty member may pick up the rating scales. The administrative assistant to the Vice President for Academic Affairs shall compile the results of the rating scales and provide those results with the typed written comments to faculty members, and division chairs. It is the responsibility of each faculty member to pick up the results. .

The period for administration of the student evaluation of teaching shall be after mid-semester.

It is suggested that divisions with need for specialized evaluation questions (laboratory, studio, etc.) design their own specific questions and attach them as an additional page to the standard rating scale.

215. Additional Documentation: A faculty member being evaluated may submit to the division chair and the Vice President for Academic Affairs any additional materials considered relevant to the evaluation of the teaching effectiveness of the faculty member, including teaching materials and procedures and any efforts at creativity in his/her work. Materials submitted to the Vice President for Academic Affairs will be available to the Status Committee. .

216. VPAA Discretion: At the discretion of the Vice President for Academic Affairs and in consultation with division chairs and/or the Faculty Status Committee, additional evaluations could be added to this schedule. The Vice President for Academic Affairs reserves the right to evaluate a faculty member as he/she sees fit.

217. Required Documents on File: In order to be considered for promotion, tenure, or an annual salary increase, a faculty member must have on file in the office of the Vice President for Academic Affairs (1) an Annual Performance Evaluation for the preceding year, (2) student evaluations of all courses for the preceding year, and (3) a curriculum vitae no more than four years old.

218. Deadlines: Failure of faculty to meet the deadlines of the evaluation process and to fulfill completely the process may result in a negative performance evaluation, inability to be eligible for tenure, promotion, or salary increases and/or other disciplinary actions.

219. Faculty Contracts: Contracts for the next academic year are customarily issued in the Spring. The contracts specify rank and salary for the succeeding year, together with a statement concerning responsibilities. Contracts begin in August and may be paid on a nine-month or twelve-month basis. Salary increments are determined in the fall semester of the contract year.

220. Salary Scale: The College does not have an established salary schedule for the various ranks.

221. Travel to Professional Meetings: The purpose of the Faculty Development Budget is to provide opportunity for a maximum number of faculty members to attend professional meetings with some of their expenses reimbursed.

a) Eligibility for Funds: Any full-time, permanent member of the faculty may apply for funds from the Faculty Development Budget. Normally faculty members who are on part-time appointments or on one year appointments will not be eligible. Exceptions may be made for cause upon application to the Vice President for Academic Affairs.

b) Application for Funds: The Registrar will send out a notice for application of funds at least once per year, usually at the beginning of the fall semester. Faculty seeking funds will submit the required application to the Registrar. The Faculty Status Committee will review the applications and make recommendations to the Vice President for Academic Affairs about who should receive funds and at what amounts. The VPAA will make the final decision on faculty fund recipients.

c) Reimbursement for Expenses: Up to the limit of the allocated amount, the College will pay for transportation, meals, lodging, and conference fees, according to the policies of the College Personnel Handbook.

222. Leave Policy: Two types of leaves are available to full-time faculty members, including library faculty. The sabbatical leave is a college-supported leave available only to tenured faculty possessing the highest degree customary in their field, in most cases the doctorate. The leave of absence is a non-supported leave available to all members of the faculty. No more than one member of a program may be on leave during any semester. This rule may be waived in the case of husband and wife in the same program or if the program only has one person.

223. Sabbatical Leaves: Faculty on tenure are eligible upon completion of six years of service at MacMurray for sabbatical leave for post-doctoral study, research, writing, or travel-with-study.

(1) The purpose of the sabbatical leave is to enable the faculty member to undertake additional study or research which will enhance teaching or writing.

(2) A faculty member on sabbatical leave for one semester draws full salary and benefits. In exceptional circumstances, a one year sabbatical leave may be arranged at half salary with specific fringe benefits to be worked out through the Business Office.

(3) The faculty member agrees in writing to return to MacMurray College for the academic year subsequent to the year in which leave is granted.

(4) Upon completion of the sabbatical, a written report must be filed in the Office of the Vice President for Academic Affairs, and a public presentation of the results must be made subsequent to the year in which leave is granted.

(5) The faculty member agrees in writing to these conditions and the consequences for not meeting those conditions before the leave is officially granted.

(6) No more than two faculty members may be on sabbatical leave simultaneously.

(7) A substitute teacher must be available.

(8) Applications are filed in the office of the Vice President for Academic Affairs and must include a detailed outline of the proposed program.

(9) Applications should be submitted not later than January 10 of the academic year before the leave is to commence.

(10) The Status Committee reviews the applications and makes a recommendation to the President

who will decide in consultation with the Vice President for Academic Affairs.

(11) If more applications are filed than can be approved, preference is given to those with a well planned program, especially if creative work is involved, and to those who have already commenced a research or study project.

224. Leaves of Absence: A member of the faculty, tenured or non-tenured, is eligible for a leave of absence upon completing three years of service. Leaves may be granted to undertake advanced graduate work aimed at the attainment of the doctorate, to undertake post-doctoral study, to undertake research, to travel-with-study, etc. A faculty member does not receive salary or other benefits during the period of the leave of absence. A leave may be granted for an entire academic year or for a single semester. A leave will not be granted for the second semester of an academic year and the first semester of the following academic year. The faculty member must agree to return to MacMurray College for the academic year subsequent to the year in which the leave is granted. Applications for leave of absence accompanied by an outline of the proposed program are filed in the Office of the Vice President for Academic Affairs and will be considered individually by the Status Committee. The Committee reviews the applications and makes recommendations to the President.

A. Leave of absence for doctoral candidates.

1. Faculty are eligible for leave at the end of their first year of service.
2. Applications are to include evidence of a planned program of graduate work leading to the doctorate.
3. Applications are to be filed on or before December 1 preceding the academic year in which the leave is to be taken.
4. Faculty may request a leave of one semester or an entire academic year. A request for more than one academic year will not be considered.
5. A substitute teacher must be available.
6. Requests for an extension of a leave of absence for doctoral candidates will be reviewed by the Status Committee.
 - a. The request for extension of a leave must be in the Office of the Vice President for Academic Affairs on or before February 15.
 - b. The applicant must show cause for the extension and review progress to date.
 - c. A substitute teacher must be available.
 - d. An extension of one semester or a single academic year may be requested.
 - e. No more than one extension will be granted.

B. Leaves of absence for advanced study other than for doctoral candidates.

- (1) A substitute teacher must be available.
- (2) Applications accompanied by an outline of the proposed program are to be filed in the Office of the Vice President for Academic Affairs on or before December 1 preceding the academic year in which the leave will be taken.
- (3) Faculty may request leave of one semester or an entire academic year. A request for more than one academic year will not be considered.
- (4) Requests for extension of a leave will not be considered.

C. Other leaves of absence

The College recognizes that, from time to time, circumstances may arise which do not involve advanced study. These include, but are not limited to, 1) a medical leave of absence, not total disability, 2) military service, 3) jury duty and 4) maternity or paternity leave. The Employee Policies Handbook will be followed in these cases. The Employee Policies Handbook is available on the website.

225. Tuition Remission and Tuition Exchange: See the Policies and Procedures Manual.

226. Dining Hall: See the Policies and Procedures Manual.

227. Academic Freedom:

1. Teachers are entitled to freedom in the classroom in discussing all matters pertinent to the course content, their discipline and field of expertise, whether or not of a controversial nature.

2. MacMurray College is a church-related institution and its principles, ideals, and aims are heavily influenced by its Christian and United Methodist heritage. It is expected that the members of the MacMurray College faculty will be in sympathy with the academic, ethical, and spiritual aims of the College.

3. Outside the campus community, faculty members are free from institutional censorship or discipline. When they speak or write as citizens, faculty members should make clear that they do not speak for the College as a whole.

4. Faculty members always stand in an official role with regard to students, whether in the classroom or not. It is therefore unprofessional, uncollegial, and discourteous for a faculty member to criticize another member of the faculty or staff in the presence of students. Faculty members are free to discuss possible improvements in campus policies and procedures with students, but should remember that students consider them officials of the college and should temper any criticisms accordingly.

5. Among peers, free and vigorous discussion of campus issues is valuable for the College, just as free and vigorous discussion of public issues is for the nation. Faculty are not merely permitted but encouraged to speak out to their peers and to the administration concerning campus matters in which they have expertise or first-hand knowledge.

228. Grievance Procedure: These procedures reflect faculty needs in providing expeditious and objective review of a complaint. Significant issues involving tenure, promotion, dismissal, and academic freedom may be brought by any faculty member.

Before filing a formal grievance any faculty member may informally present a grievance orally or in writing to an administrative superior. The faculty member should first seek a resolution with the party perceived to be causing the grievance. A neutral faculty member may be asked to mediate the issue.

If these procedures fail to reconcile the grievance, the faculty member may formally petition the Faculty Organization Committee for redress. The petition shall set forth, in writing, the nature of

the grievance, pertinent details of the grievance, and the relief sought by the petitioner, and shall state against whom the grievance is directed.

The petition must be submitted within ninety days of the action giving rise to the complaint. The written petition must be delivered to the Office of the President. The President must present the petition to the Faculty Organization Committee and the person against whom the complaint is lodged within seven days after receipt.

The person or body against whom the complaint is lodged as well as the complainant shall each have the right to remove a member of the Faculty Organization Committee from consideration of the petition. The Committee will then have the right to decide whether or not the facts merit a detailed investigation. Submission of a petition will not automatically entail investigation. The Committee may seek informally to bring about a settlement of the issues satisfactory to the parties. If such a settlement is not possible or appropriate, the Committee will formally consider the issue. The Committee, in consultation with the President and the faculty member, will exercise its judgment as to whether any hearings should be held and whether they should be public or private.

The Faculty Organization Committee shall select its own Coordinator and shall meet without the President. It shall establish its internal operating procedures and communicate these procedures to the parties involved. The Committee may present a tape of its proceedings and shall report its findings and recommendations in writing to the petitioner, the President and the person against whom the complaint is lodged within forty-five days after the petition is received in the President's Office.

If the Faculty Organization Committee concludes that the grievance is justified, it shall report its recommendations for redress to the President. If the President rejects this recommendation, he/she will state his/her reasons for so doing, in writing, to the Committee, the petitioner and the person against whom the complaint is lodged. The President will provide an opportunity for response if he/she rejects the Committee's recommendation. If the Committee concludes that there is not justification for the grievance, it will so recommend, with supporting reasons.

229. Faculty Records: The Office of the Vice President for Academic Affairs will maintain a personnel file for each faculty member. The personnel file will include, but not be limited to, the following types of documents:

A. Semi-public documents (available to any employee of the college and for public relations purposes):

1. Professional data (updated vitae, resumes, etc.).
2. Personnel actions (notice of appointments, tenure, promotion, etc.).
3. Documents included by the faculty member attesting to professional background or accomplishments (publications, honors and awards, letters of commendation, etc.). At the request of the faculty member, particular documents may be included in category B instead.

B. Private documents (available only to the faculty member and to those involved in personnel decisions with regard to the faculty member):

2. Personnel actions (salary; evaluations and comments regarding appointments, tenure, promotion, etc.).
3. Performance reviews, evaluations and other appropriate documents relating to a faculty member's performance.

C. Private documents (available to those involved in personnel decisions with regard to the faculty member but not to the faculty member): external letters of reference and external peer reviews.

D. How long are the documents kept: Summaries of annual student evaluations and self-appraisals which are more than six years old may be removed from an individual faculty member's evaluation file and be destroyed. The Annual Performance Evaluations in a faculty member's personnel file will be retained as long as the faculty member is employed by the College.

For questions of access to faculty records, see the Illinois Personnel Record Review Act, 820 ILCS 40.

230. Emeritus Status: Faculty members who retire from MacMurray shall be considered for Emeritus Status. After a MacMurray faculty member has retired, the Status Committee will invite faculty members to submit a one page letter listing the retiree's accomplishments. A letter will most often be written by the chair of the division where the retiree taught. Based on any letters the Status Committee receives, and their knowledge of the retiree, the Committee will review the career of the faculty member at the college, using the criteria of teaching excellence, service to the college and community, and scholarship. The Committee will recommend to the Vice President for Academic Affairs whether the retiree will be granted Emeritus Status. The President and the Board of Trustees must approve Emeritus status. If Emeritus Status is granted by the College the Emeritus Faculty Member will be entitled to process with the faculty.

PART 3: THE FACULTY MEMBER AND STUDENTS

301. Course Syllabi: During the first week of classes each instructor must present to the students in each class a written syllabus specifying the course requirements, schedule, and attendance policy. A copy of the syllabus must also be sent to the Registrar for current and future reference.

The syllabus is a contract between instructor and students. The instructor's record of attendance on the day or days that the syllabus is handed out will verify that the student has received and accepted the contract. The instructor may modify the syllabus during the course of the course, but all major modifications must likewise be presented in writing to the students. After the end of the course a copy of all modifications must be sent to the Registrar.

The syllabus may include or refer to course and classroom policies stated in the student handbook (The Maggie) and the course catalog.

The syllabus must include:

1. Basic information: course title, course number, credit hours, catalog description, prerequisites if any, and times and location of class meetings.
2. Instructor information: name, title, office hours, office location, office phone, and e-mail address. The instructor may also choose to give a home phone number and appropriate hours to call.
3. Objectives or goals: what students are expected to learn or be able to do as a result of taking the course.
4. Textbooks and other media to be purchased. For textbooks, give full bibliographic information: Author or editor, title, edition (if any beyond the first), publisher, year of publication. Indicate whether texts are required or supplemental.
5. Grading policy: system of grading used and percentages or points allocated for each aspect of the course.
6. Attendance policy: requirements for attendance and for excused absences, and how absences affect the course grade. Include reference to the statement in The Maggie or the course catalog.
7. Plagiarism and academic dishonesty policy. Include reference to the statements in The Maggie, along with any additional policies for the course.
8. Tentative schedule of class activities, readings, exams, and other assignments. Minor adjustments in the schedule may be made during the course of the course by spoken announcement to the students, but major changes should be announced well in advance and in writing.

302. Attendance Policy: Official policy on class attendance is in The Maggie.

Attendance record: Because the college, government agencies, and auditors use dates of attendance for refunds and verification of eligibility for financial aid, it is necessary for faculty

members to maintain records of student attendance, even in classes where attendance is not required. These records should be kept for at least a year after the end of a course (see Section 318).

College functions: Excused absences are granted when students are on or off campus for college functions such as field trips or athletic events. In those cases it is the responsibility of the supervising faculty member or coach to notify the Registrar of the event and those students who will be participating, so that notices to faculty can be issued prior to the absence.

303. Ordering Textbooks: Several weeks before book orders are due, each faculty member will receive an email from the bookstore explaining the process of ordering books and the due dates for orders. Faculty members are to follow the procedures and have textbook orders in by the due date.

304. Grading System: Grades and the grade point system used at MacMurray are detailed in the College Catalog.

Faculty must submit mid-term grades. Midterm grades are given for all students. Midterm grades are advisory only and do not appear on the transcript. See also the Catalog.

Incomplete Grades: See The Maggie. The grade of "Incomplete" represents work which through no fault of the student has not been finished by the close of the semester. This grade is assigned in case of illness and emergencies of similar urgency beyond the control of the student. It cannot be used for students who in the normal course of events have failed to:

- (1) complete hour examinations.
- (2) complete term papers.
- (3) complete various kinds of projects.
- (4) complete required readings.
- (5) complete independent study.
- (6) take the Final Examination at the scheduled time and who do not have permission from the Academic Standards Committee to take the final examination at a later time. In case of illness or similar emergency, faculty members will be notified that the student cannot take the final examination. The emergency must be verified by the Registrar.

In any of the foregoing instances (except when the Academic Standards Committee permits the Final Examination to be taken late for cause), the teacher will assign an appropriate grade to the missing work (customarily zero) and compute a final grade for the course.

Permission to receive an Incomplete in a course must be obtained from the Registrar before the end of the semester.

Incomplete work must be finished by the end of the next regular semester. When work is completed, there is no restriction as to the grade that may be assigned.

In requesting the Incomplete grade, the instructor will indicate what work remains to be completed and what grade should be awarded if the student does no further work by the deadline.

305. FLAG System: This notice is designed to be used at any point throughout the term when a faculty member feels a student may be having academic difficulties. The Vice President for Academic Affairs may determine FLAG days. These are official days for the collection of forms

for those students who faculty think may be having academic difficulties. It is a type of "early warning system" to alert advisors to problems and does not replace the midterm grading policy. Upon receipt, copies of this form are distributed to the student, coaches and the advisor. The original is filed in the Registrar's Office.

306. Grade Books: Grade books are available to faculty members from the office of the Vice President for Academic Affairs. See Sec. 318 on keeping records of grades.

307. Classroom Changes: Room changes must be cleared with the Registrar.

308. Program/Division Field Trips: Field trips are often valuable phases of the educational experience of students and are accordingly encouraged. They often interfere with academic work and faculty members who sponsor trips carry the responsibility for eliminating as much of this interference as possible. Field trips must be approved by Division chairs and the Registrar.

When trips occur on class days, adequate notice of at least one week should be given in order that all teachers affected may be informed. Particular attention should be given to students with poor academic records, to those who will miss examinations on the day in question, and to those who have missed many classes previously. No off-campus trips or events should be planned during midterm week, the week before final exams, or final exam week. A list of students who wish to take the trip is prepared by the faculty member leading the trip and given a week in advance to the Registrar. A list of excused absences will then be distributed to all faculty involved. The student is responsible for making arrangements to complete any missed work. If class is being held off-campus at normal class time, approval is not needed. In such cases notify the Registrar's office of the change of location.

309. Trips by Athletic Teams: In addition to the second paragraph in section 308, a student may not miss two separate classes of the same course in any one week in order to participate in any officially scheduled athletic event. Any student who violates this rule will be ineligible to participate in that sport for a period of seven days following the day of the second absence.

310. Jurisdiction Over Off-Campus Athletic Trips: Off-Campus trips are arranged by the season, with the Athletic Director, Faculty Athletic Representative, and the Academic Standards Committee carrying the responsibility for approving season schedules.

311. Conferences on Campus: Faculty wishing students to attend any conference on the campus which conflicts with class hours will follow the procedure outlined in Section 312 for program/division field trips.

312. One Day Changes: Requests by students for a one day change of section for a weekend trip are referred to the faculty member in charge of the course. Considerations include differences in class or section content, different teachers, frequent requests in certain classes or sections, problems of quizzes or hour examinations ("bluebooks"), etc.

313. Final examinations shall be given at the conclusion of each course. The examinations normally shall be a comprehensive survey of the work of the entire course. Faculty members shall hold all examinations at the time and place designated on the examination schedule, and students take examinations with their regular classes.

If the final examination will not be a comprehensive survey of the course, the faculty member must inform in writing the Vice President for Academic Affairs 30 days before the beginning of final examinations.

314. Grade Appeals: The grade appeals policy is stated under “Contested Grades” in The Maggie.

In order to have sufficient documentation in the case of contested grades, it is necessary for faculty members to retain their grade books, or other records of student grades and attendance, for at least a year after the end of a course. Faculty leaving the college must leave their grade books (or a copy thereof) for the past year with the Registrar.

315. Office Hours: Faculty members are required to establish regular office hours each week during the fall and spring semester. These hours are to be on file in the office of the Vice President for Academic Affairs and posted by the faculty member's office door. Office hours are designed to make faculty members accessible to the students, especially at times of early course selection, registration, and deadlines for adding or dropping classes, and during finals week.

316. Academic Advising: All faculty are required to serve as advisors, usually for students in the major department but sometimes for students undecided as to major. Faculty advisors to new students are assigned by the Registrar. At any time thereafter, students may change advisors by completing a form in the Recorder's Office. The form requires the signature of the new advisor.

Advisors meet with students throughout the academic year as needed and, at the very least, during early course selection. Advisors are responsible for assisting students in planning their four-year progression toward successful fulfillment of departmental and general college requirements for graduation. Advisors must also sign petitions to the Academic Standards Committee. Copies of junior and senior evaluations are sent to advisors and should be checked against the advisor's own records for accuracy.

Any academic problems which a student experiences will generally result in the involvement of the advisor.

Faculty members are also asked to verify the fulfillment of the requirements in majors and minors for graduating seniors. Advisors need to review the lists of candidates as they are distributed to division chairs in order to approve or deny each candidacy.

Mac First Days: Incoming freshmen and transfer students are invited to campus during the spring and summer to participate in Early Course Selection for the coming year. Students complete all necessary forms for the Recorder, arrange for financial aid and complete arrangements with the Business Office, have a student ID prepared, and do their academic planning. Faculty members are asked to serve as academic advisors for Mac First days.

317. Letters of Recommendation: Faculty members are expected to write letters of recommendation to be used in the placement of students when requested. A positive letter should not merely commend the student in general terms but should give examples of specific accomplishments. It is appropriate to ask a student what specific accomplishments might be mentioned. If a recommendation cannot be favorable, the faculty member should let the student

know in advance so that the student may withdraw the request. If the student nevertheless wants a recommendation, it is better to make the letter noncommittal rather than negative. Sometimes letters are to be sent to the Career Services Office, where they are made a part of the student's credentials to be reproduced and mailed to prospective employers. Faculty may also be asked to send letters directly to graduate and professional schools.

318. Student Government: See The Maggie and the Catalog.

401. Faculty Meetings: See the Faculty Bylaws, Appendix A.

Faculty members are required to attend and participate in faculty meetings. These include the regular monthly meetings, the faculty conference at the start of the fall semester, and special meetings called by the President. Members who cannot attend should inform the Vice President for Academic Affairs or the Faculty Secretary in advance, if possible (See Sec. 212).

Faculty Standing (Voting Members of the faculty): See the Faculty Bylaws, Article II.

402. Faculty Conference: At the beginning of the college year, the faculty gathers in conference to consider the work of the college. The program and arrangements are the responsibility of the Vice President for Academic Affairs. All faculty members are required to attend (See Sec. 212).

403. Academic Procession: The order is as follows:

Emeriti administrators (in reverse order of date of appointment)
Emeriti Full Professors (in order of length of service in rank)
Full Professors (in order of length of service in rank)
Emeriti Associate Professors (in order of length of service in rank)
Associate Professors (in order of length of service in rank)
Emeriti Assistant Professors (in order of length of service in rank)
Assistant Professors (in order of length of service in rank)
Instructors (in order of length of service in rank)
Administrative Staff (in reverse order of date of appointment)

Administrators:

Registrar
Vice President for Student Life
CFO/Vice President for Business Affairs
CFO/Vice President for Institutional Advancement
Vice President for Enrollment
Vice President for Operations
Vice President for Academic Affairs
Chaplain (when a member of platform party)
Guest speakers
President

The platform party follows others in the regular academic procession. Individuals in the platform party are arranged at the end of the procession, by reverse order of rank rather than their usual place in the above procession.

404. Academic Recessional: Platform party heads the recessional in order of rank, commencing with the highest rank and proceeding to the least rank. Administrators follow in order of rank. Faculty follow in order of rank.

405. Regalia: Faculty are required to wear cap, gown, and hood in the academic procession. Faculty who do not own these may rent them through the Bookstore. See the Policies and Procedures Manual.

406. Marshal of the College: The Marshal is appointed by the Faculty Organization Committee for a three-year term and is eligible for reappointment. A Deputy Marshal is appointed at the same time, to assist the Marshal and to substitute when the Marshal is absent. The Marshal's duties are:

- (1) To be in charge of the academic procession, arranging the order of the procession.
- (2) To have custody of flags and banners used in the procession.
- (3) To appoint and instruct flag bearers, ushers, and assistant marshals.
- (4) To arrange the speaker's platform and make seating arrangements.

407. Standing Faculty Committees: See the Faculty Bylaws, Article V.

408. Honorary Degree Committee: This is a joint committee of two trustees, two faculty members (representatives to the Academic Affairs and Institutional Advancement Committees of the Board of Trustees), the President and the Vice President for Academic Affairs, chaired by the Vice President for Academic Affairs. It invites nominations from all members of the campus community. Nominations are usually to be made in the fall preceding the May Commencement when honorary degrees are awarded.

Names which have been approved by the Honorary Degree Committee are submitted by the President of the College to the faculty for vote by secret ballot. Those approved by a majority of the faculty vote are submitted to the Board for final action.

409. Divisions: The College is divided into divisions: The current division structure is: Behavioral and Social Sciences, Business and Criminal Justice, Education, Humanities and Fine Arts, Nursing and Natural Sciences. Librarians and other staff with faculty rank are assigned to a division by the Vice President for Academic Affairs.

410. The Chair of a Division: Reporting to and appointed by the Vice President for Academic Affairs (VPAA), the Division Chair is the supervisor and leader of his or her academic division. The chair is responsible for all aspects of his or her division-- curriculum and instruction, personnel, and budgets.

1. Curriculum and Instruction

- a. Serves as a teacher.
- b. Supervises the instruction of courses within the division, particularly in the case of faculty members in their first years of teaching or involved in courses they have not previously taught. Supervision is also essential for teachers encountering difficulties with the subject matter or with their students. Conferences with teachers finding themselves in the foregoing categories, the sharing of experiences, the analysis of problems, and practical suggestions would represent appropriate approaches to problems.
- c. Shares joint responsibility with the Curriculum Committee and the Vice President for Academic Affairs in maintaining a sound curriculum in the division within the framework of policies guiding the quality of the curriculum. All division curriculum proposals must be approved by the respective division chair.
- d. Supervises the preparation, in conference with other members of the division, of the catalog material for the programs and courses within the department.
- e. Supervises the advising of students, particularly majors within the division. Arranges for division counseling for non-major students.

- f. Coordinates requests for books and periodicals and forwards them to the librarian. Assists the Librarian with the development of library resources for the division.
 - g. Supervises the auxiliary aspects of instruction. Cooperates with the Registrar in scheduling classes
2. Budget
 - a. Supervises the preparation, in conference with other members of the division, of the budget request for the division for the next fiscal year (June 1 through May 31).
 - b. Supervises the preparation of divisional requisitions of supplies, equipment, and furnishings. Cooperates with the Vice President of Operations and/or Comptroller in providing information essential to the soliciting for bids and preparation of purchase orders.
 - c. Supervises receiving and inventorying of division supplies, equipment, furnishings, and facilities. The division chair is responsible to the College for the tangible assets of the division and exercises reasonable care for their safeguard.
 - d. Shares joint responsibility with the Vice President for Academic Affairs and the Vice President for Operations in planning and maintaining facilities for the teaching of courses within the division.
 3. Personnel and Evaluation
 - a. Supervises all personnel (academic and non academic) assigned to the division, including student assistants.
 - b. Shares responsibility with the Vice President for Academic Affairs in evaluating the skill and effectiveness in teaching manifested by the members of the division. Prepares recommendations to the Vice President for Academic Affairs regarding raises, promotions, tenure, and termination of appointments of members of the division.
 - c. Shares joint responsibility with the Vice President for Academic Affairs, the Status Committee, and the President in selecting and interviewing candidates for appointment to vacancies in the division.
 4. Other
 - a. Conducts division meetings regularly of all faculty members assigned to the department.
 - b. Encourages an interest in research among faculty members and senior students in the division. Participates in research projects when feasible. Formulates and prepares research and educational proposals.
 - c. Shares joint responsibility with the Director of Public Information in providing information concerning programs and activities originating in the division that may be of interest to the public.
 - d. Prepares reports requested by the Vice President for Academic Affairs, the President, and other administrative officers.
 - e. Undertakes special assignments requested by the Vice President for Academic Affairs, the President, and other administrative officers.
 - f. Performs other duties as assigned.

411. Course Schedules and Teaching Assignments: Divisions are asked to plan their course schedules four years in advance. Each year these schedules are revised and refined at the beginning of the spring semester so that a listing of courses for the entire coming academic year is available for spring early course registration.

412. Course Proposals: Proposals for new courses must be approved by the division chair and

sent to the Curriculum Committee. If the Committee approves, the proposal is presented for approval at the monthly faculty meeting.

Forms for course proposals are available from the Curriculum Committee chair or from the Registrar.

Courses outside the regular curriculum may be offered as Special Topics courses. These require approval of the division chair and the Curriculum Committee, but are simply reported to the faculty. Special Topics courses may not be offered more than once. See the Catalog.

413. Divisional Budgets: The division chair should consult all members of the division in preparing the budget request, which should be submitted with appropriate explanations to the Vice President for Academic Affairs by the required due date. The budget covers supplies, equipment, and other expenses. Separate requests are made for student assistants.

414. Library Book Ordering: Keeping the book collection up to date and well balanced is the responsibility of the faculty as well as the library staff. The buying policy of the library is to acquire books to support the curriculum and provide materials for general reading. Textbooks used in classes are usually not purchased. Books needed for reserve or used to support the curriculum will receive priority consideration. Orders for books and periodicals should be coordinated within the academic division and sent to the Library Director by the division chair.

Faculty are reminded that orders for periodicals encumber funds for future years and will result in fewer book dollars being available over time.

PART 5: STANDING COMMITTEES

The Standing Committees are:

- The Academic Standards Committee
- The Admissions Committee
- The Assessment Committee
- The Curriculum Committee
- The Faculty Organization Committee
- The Faculty Status Committee
- The Student Affairs Committee
- The Presidential Advisory Council

For more information on the Standing Committees, refer to the bylaws.

APPENDIX A

Faculty Performance Review

Form A

Part I: Basic Information

Name of Instructor:

Job Title:

Supervisor:

Date of Submission:

III. PROFESSIONAL ACTIVITY/SCHOLARSHIP/PERFORMANCES/EXHIBITIONS

1. Professional meetings, workshops, conferences, seminars attended:

2. Scholarly presentations:

3. Articles and books written, accepted, published, reprinted:

4. Membership in and service to professional associations:

5. Editing or reviewing manuscripts for professional journals or book publishers;
reviewing grant applications etc.:

6. Continuing education-- courses and seminars attended; dissertations; degrees and
certificates earned:

7. Fellowships and grants and awards:

IV. GOALS

1. Review of previous goals and their attainment

2. Goals for the next academic year.

PART III: Self Evaluation

Faculty Performance Rubric				
I. <u>TEACHING</u>				
Descriptor	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Teaching Performance	Uses lectures and/or class materials previously prepared without reviewing or updating. Teaches “off the cuff” instead of preparing for class. Rarely uses research to inform teaching. Gives the same lecture or presents the same materials each semester despite changes in the field. Does not meet class regularly and/or fails to utilize the allotted class period.	Revises courses periodically to include new/most current information. Changes projects and course requirements to improve student learning. Revises courses on a regular basis so that the most current information is presented. When possible, uses results from student assessments to revise courses. Meets classes regularly and uses the allotted class period.	Works to revise lectures to improve content each semester. Continually seeks resources to enrich course content. Looks for new ways to explain difficult content. Frequently seeks examples or cases to help make content relevant to students.	
Student Learning	Fails to hold regular office hours or schedules office hours at times when students are generally unavailable. Assignments are returned without feedback. Several class sessions may elapse before	Holds regular office hours at times when students are likely to attend. Provides students with contact information. Most assignments are graded and returned within one week.	Holds more regular office hours than is required by college policy. Is accessible to students via email or phone during normal school hours. Student work is usually returned by the next class session. Gives	

	<p>student work is returned. Assignments and tests are not appropriate for the material covered. Assignment and tests are not graded fairly. Study guides and tests are the same thing, so they do not evaluate student thinking – only memorization. Does not show respect to student ideas or stimulate their interest in the subject. Does not give the impression of caring whether students learn.</p>	<p>Complex assignments may require up to 3 weeks to grade and give feedback before they are returned. Provides feedback on assignments. Assignments are appropriate to the material covered. Assignment and tests are graded fairly and evaluate student learning. Provides an environment of respect and tolerance for different ideas and views. Gives the impression of caring whether students learn.</p>	<p>feedback to students so that they have indications about the quality of their work. Complex work is typically returned within a week of submission. Assignments and tests are not only appropriate to the material, but demonstrate creativity. Assignments are graded without bias. Encourages an environment of respect and tolerance for different ideas and views, particularly those of students.</p>	
Advising	<p>Has problems keeping advising appointments. Does not demonstrate sufficient knowledge of specific major program. Is not viewed as approachable. Is not accessible. Does not demonstrate knowledge about campus resources and college programs. Is not very concerned about individual student success and discussion of long term educational and career interests of students. Always</p>	<p>Regularly keeps advising appointments. Demonstrates knowledge of specific major programs. Is viewed as approachable and accessible by students. Demonstrates sufficient knowledge of campus resources and college programs. Demonstrates concern about individual student success and the long term educational and</p>	<p>Regularly keeps advising appointments. Demonstrates a commanding knowledge of specific major programs, campus resources, and college programs. Helps students identify their long term education and career interests and provides appropriate advice and assistance to students to realize those interests. Seeks advising assistance in difficult cases.</p>	

	seeks advising assistance from others.	career interests of students. Ask for advising assistance when appropriate.		
<u>II. COLLEGE and COMMUNITY SERVICE</u>				
Assessment	Perceives assessment as unimportant and unnecessary or the improvement of student learning and curriculum. Acts on that perception by avoiding assessment activities and reports and not actively engaging in assessment activities.	Perceives assessment as important for enhancing student learning, improving curriculum, and enhancing teaching. Engages in assessment activities, such as, but not limited to, generating data, writing reports, and incorporating what is learned to foster improvements in student learning .	Perceives assessment as essential for student learning, curriculum development, and effective teaching. Actively engages in assessment activities and seeks opportunities to learn more about assessment and find ways to make it more meaningful and useful to meet student learning outcomes.	
Committee Service	Is assigned to committees but does not contribute. May be late to meetings or not attend regularly. Does not contact committee chair or respond to communications.	Contributes to all committees to which he/she has been assigned. Attends most meetings but may occasionally be late. Contacts chair if absent. Responds to requests for committee input. Plays an active role in all discussion and work. Meets deadlines for assignments.	Volunteers to do committee work. Makes great effort to attend all meetings. Makes strong contributions to a committee and will assume leadership roles as needed.	
Additional assignments and tasks as	Avoids participating in new or additional activities/tasks.	Participates willingly in new or additional	Views new or additional activities/tasks as	

<p>needed by the college</p>	<p>Does extra work only when assigned or forced.</p>	<p>activities/tasks. Contributes to these responsibilities in a positive manner. Will accept leadership positions when asked.</p>	<p>an opportunity for growth. Volunteers for leadership roles within these activities/tasks. Initiates new ideas and provides many positive contributions. Uses strengths to help the effort and looks at overcoming areas needing improvement as an opportunity for growth.</p>	
<p>Community or Organization Service</p>	<p>Is not engaged in agencies or programs in the local, state, or national community.</p>	<p>Engaged in agencies or programs in the local, state, or national community. May be representing the college in a community agency or organization.</p>	<p>Is a leader in those organizations or has positions of great responsibility.</p>	
<p>III. <u>PROFESSIONAL ACTIVITY/SCHOLARSHIP/PERFORMANCES/EXHIBITIONS</u></p>				
<p>Staying current with new information</p>	<p>Does not attend conferences or professional meetings or webinars. If attends, goes to conferences but fails to attend sessions. Reads little professional literature to stay current.</p>	<p>Attends conferences and professional meetings or webinars to increase knowledge base. Stays current by reading professional literature associated with the field. Notes changes in their field and in pedagogy.</p>	<p>Makes scholarly presentations of professional work (peer reviewed conferences, exhibits, shows, digital platforms, etc). Chairs or organizes panels at professional conferences. Publishes scholarly work in peer reviewed publications.</p>	

		Attempts to learn more about the topic.		
IV. <u>GOALS</u>				
Goals	Did not meet stated goals or make sufficient progress in meeting goals.	Met all stated goals.		
V. <u>OTHER</u>				
Working with others	Acts unprofessionally. Treats, colleagues, staff and/or adjunct faculty members as inferior. Tends to be rude or stand-offish toward others, causing people to avoid interacting with him/her. Is unwilling to accept compromise. Refuses to contribute for the good of the department, college, or organization.	Acts professionally. Treats others with respect, including colleagues, staff, adjunct, and non-tenure track faculty. Is willing to compromise on issues that impact the department, college, or organization. Respects the ideas of others and behaves in a cordial, collegial manner. Treats others without prejudice. Does all that is expected. Completes all tasks assigned to him/her.		
Following departmental or university procedures	Does not meet college deadlines for reports, schedules, syllabi, etc. Seems to look for ways to avoid following college policy. Feels that rules were created for others, not for self. Does	Meets college deadlines for reports, schedules, syllabi, etc. Follows procedures established by the college. When confronted with an unfamiliar situation, asks the		

	not utilize proper channels or resources to resolve issues or concerns. Defers familiar or routine matters to others.	Chair or peers for the answer. Tries to resolve issues before going to the Chair or Dean for a solution.		
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Other Comments:

Faculty Member's Signature	Date

PART IV: Supervisor Evaluation of Faculty Member

Faculty Performance Rubric				
I. <u>TEACHING</u>				
Descriptor	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Teaching Performance	Uses lectures and/or class materials previously prepared without reviewing or updating. Teaches "off the cuff" instead of preparing for class. Rarely uses research to inform teaching. Gives the same lecture or presents the same materials each semester despite changes in the field. Does not meet class regularly and/or fails to utilize the allotted class period.	Revises courses periodically to include new/most current information. Changes projects and course requirements to improve student learning. Revises courses on a regular basis so that the most current information is presented. When possible, uses results from student assessments to revise courses. Meets classes regularly and uses the allotted class period.	Works to revise lectures to improve content each semester. Continually seeks resources to enrich course content. Looks for new ways to explain difficult content. Frequently seeks examples or cases to help make content relevant to students.	
Student Learning	Fails to hold regular office hours or schedules office hours at times when students are generally unavailable. Assignments are returned without feedback. Several class sessions may elapse before	Holds regular office hours at times when students are likely to attend. Provides students with contact information. Most assignments are graded and returned within one week.	Holds more regular office hours than is required by college policy. Is accessible to students via email or phone during normal school hours. Student work is usually returned by the next class session. Gives	

	<p>student work is returned.</p> <p>Assignments and tests are not appropriate for the material covered.</p> <p>Assignment and tests are not graded fairly. Study guides and tests are the same thing, so they do not evaluate student thinking – only memorization.</p> <p>Does not show respect to student ideas or stimulate their interest in the subject. Does not give the impression of caring whether students learn.</p>	<p>Complex assignments may require up to 3 weeks to grade and give feedback before they are returned. Provides feedback on assignments.</p> <p>Assignments are appropriate to the material covered.</p> <p>Assignment and tests are graded fairly and evaluate student learning.</p> <p>Provides an environment of respect and tolerance for different ideas and views. Gives the impression of caring whether students learn.</p>	<p>feedback to students so that they have indications about the quality of their work. Complex work is typically returned within a week of submission.</p> <p>Assignments and tests are not only appropriate to the material, but demonstrate creativity.</p> <p>Assignments are graded without bias. Encourages an environment of respect and tolerance for different ideas and views, particularly those of students.</p>	
Advising	<p>Has problems keeping advising appointments. Does not demonstrate sufficient knowledge of specific major program. Is not viewed as approachable. Is not accessible. Does not demonstrate knowledge about campus resources and college programs. Is not very concerned about individual student success and discussion of long term educational and career interests of students. Always seeks advising</p>	<p>Regularly keeps advising appointments. Demonstrates knowledge of specific major programs. Is viewed as approachable and accessible by students. Demonstrates sufficient knowledge of campus resources and college programs. Demonstrates concern about individual student success and the long term educational and</p>	<p>Regularly keeps advising appointments. Demonstrates a commanding knowledge of specific major programs, campus resources, and college programs. Helps students identify their long term education and career interests and provides appropriate advice and assistance to students to realize those interests. Seeks advising assistance in difficult cases.</p>	

	assistance from others.	career interests of students. Ask for advising assistance when appropriate.		
<u>II. COLLEGE and COMMUNITY SERVICE</u>				
Assessment	Perceives assessment as unimportant and unnecessary or the improvement of student learning and curriculum. Acts on that perception by avoiding assessment activities and reports and not actively engaging in assessment activities.	Perceives assessment as important for enhancing student learning, improving curriculum, and enhancing teaching. Engages in assessment activities, such as, but not limited to, generating data, writing reports, and incorporating what is learned to foster improvements in student learning .	Perceives assessment as essential for student learning, curriculum development, and effective teaching. Actively engages in assessment activities and seeks opportunities to learn more about assessment and find ways to make it more meaningful and useful to meet student learning outcomes.	
Committee Service	Is assigned to committees but does not contribute. May be late to meetings or not attend regularly. Does not contact committee chair or respond to communications.	Contributes to all committees to which he/she has been assigned. Attends most meetings but may occasionally be late. Contacts chair if absent. Responds to requests for committee input. Plays an active role in all discussion and work. Meets deadlines for assignments.	Volunteers to do committee work. Makes great effort to attend all meetings. Makes strong contributions to a committee and will assume leadership roles as needed.	
Additional assignments and tasks as	Avoids participating in new or additional activities/tasks.	Participates willingly in new or additional	Views new or additional activities/tasks as	

<p>needed by the college</p>	<p>Does extra work only when assigned or forced.</p>	<p>activities/tasks. Contributes to these responsibilities in a positive manner. Will accept leadership positions when asked.</p>	<p>an opportunity for growth. Volunteers for leadership roles within these activities/tasks. Initiates new ideas and provides many positive contributions. Uses strengths to help the effort and looks at overcoming areas needing improvement as an opportunity for growth.</p>	
<p>Community or Organization Service</p>	<p>Is not engaged in agencies or programs in the local, state, or national community.</p>	<p>Engaged in agencies or programs in the local, state, or national community. May be representing the college in a community agency or organization.</p>	<p>Is a leader in those organizations or has positions of great responsibility.</p>	
<p>III. <u>PROFESSIONAL ACTIVITY/SCHOLARSHIP/PERFORMANCES/EXHIBITIONS</u></p>				
<p>Staying current with new information</p>	<p>Does not attend conferences or professional meetings or webinars. If attends, goes to conferences but fails to attend sessions. Reads little professional literature to stay current.</p>	<p>Attends conferences and professional meetings or webinars to increase knowledge base. Stays current by reading professional literature associated with the field. Notes changes in their field and in pedagogy. Attempts to learn more about the</p>	<p>Makes scholarly presentations of professional work (peer reviewed conferences, exhibits, shows, digital platforms, etc). Chairs or organizes panels at professional conferences. Publishes scholarly work in peer reviewed publications.</p>	

		topic.		
IV. GOALS				
Goals	Did not meet stated goals or make sufficient progress in meeting goals.	Met all stated goals.		
V. OTHER				
Working with others	Acts unprofessionally. Treats, colleagues, staff and/or adjunct faculty members as inferior. Tends to be rude or stand-offish toward others, causing people to avoid interacting with him/her. Is unwilling to accept compromise. Refuses to contribute for the good of the department, college, or organization.	Acts professionally. Treats others with respect, including colleagues, staff, adjunct, and non –tenure track faculty. Is willing to compromise on issues that impact the department, college, or organization. Respects the ideas of others and behaves in a cordial, collegial manner. Treats others without prejudice. Does all that is expected. Completes all tasks assigned to him/her.		
Following departmental or university procedures	Does not meet college deadlines for reports, schedules, syllabi, etc. Seems to look for ways to avoid following college policy. Feels that rules were created for others, not for self. Does not utilize proper channels or resources to resolve	Meets college deadlines for reports, schedules, syllabi, etc. Follows procedures established by the college. When confronted with an unfamiliar situation, asks the Chair or peers for the answer. Tries to resolve issues		

	issues or concerns. Defers familiar or routine matters to others.	before going to the Chair or Dean for a solution.		
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Supervisor Comments:

Faculty Member Comments:

Faculty Member's Signature	Date

Supervisor's Signature	Date

APPENDIX B

FORM B

Student Evaluation of Teaching

(See next page)

STUDENT EVALUATION OF TEACHING

Fill in the corresponding letter box on the Scantron. Use #2 pencil only.

STUDENT RESPONSIBILITIES

- | | | | | |
|---|-------------------|----------|-------------|----------------------|
| 1. I was attentive in class. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 2. I completed all or most of the course assignments on time. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 3. I have attended all or most of the lectures or labs. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |

COURSE EVALUATION

- | | | | | |
|--|-------------------|----------|-------------|----------------------|
| 4. The course was intellectually challenging. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 5. The assignments were valuable in helping me learn the subject matter. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 6. Tests, papers, and other graded items were appropriate to material covered. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 7. Grading policies were fair and consistently followed. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |

INSTRUCTOR RESPONSIBILITIES

- | | | | | |
|--|-------------------|----------|-------------|----------------------|
| 8. The instructor's presentations were clear and organized. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 9. The instructor was available and helpful to students outside of class. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 10. I received useful feedback on my work. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 11. The instructor respected students' ideas. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 12. The instructor was concerned about student learning and development. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 13. The instructor's teaching methods assisted me in learning the course material. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 14. The instructor appeared knowledgeable in the subject area. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 15. The instructor's use of technology enhanced learning. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 16. The instructor was effective as a lecturer and discussion leader. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 17. The instructor stimulated interest in the subject. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |

FACILITIES

- | | | | | |
|--|-------------------|----------|-------------|----------------------|
| 18. The physical facilities contributed to a positive learning environment. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |
| 19. The instructional equipment available contributed to the success of this course. | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree |

OVERALL

20. In consideration of all relevant factors, I would rate this teacher:
 a. Outstanding b. Good c. Satisfactory d. Poor e. Unacceptable

ADDITIONAL COMMENTS

Instructor _____ **Course** _____ **Semester** _____ **Year** _____

1. In what ways did this course challenge you?

2. What aspects of the teaching or content of this course do you feel contributed the most to your learning?

APPENDIX C

Self-Appraisal of Teaching Form C

For each course, address the following questions and statements (750 word limit):

- Please assess your performance with special attention paid to the concerns and comments raised in your student and division chair evaluations.
- What teaching methods did you utilize? Did you add any new teaching methods?
- What worked well in this class? Is there anything you would change about this course for future sections?
- Have you pursued scholarship that relates to the courses that you teach? Specifically, how did this scholarship affect the teaching or content of your courses?

Please list any directed studies, independent studies or career experiences for which you were also responsible.

APPENDIX D

Portfolio

Form D

The faculty member develops a portfolio that is due no later than the second week of the semester in which the review will be conducted. The completed portfolio is given to the Office of the Vice President of Academic Affairs. The portfolio

Must include:

1. All annual performance evaluations
2. All student evaluations
3. All peer observations
4. All syllabi
5. A statement of no more than 750 words by the professor about his/her performance, professional development, and future goals.

May include:

1. Letters of support from colleagues, students, or others
2. List of publications or professional exhibits
3. Samples of tests, assessment tools, or student papers or projects
4. Other items deemed appropriate by the faculty member