



ROOSEVELT
UNIVERSITY

**Faculty Success &
Performance Evaluation Manual**

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INTRODUCTION

A university's faculty is the core of the institution and Roosevelt University is committed to investing in the success of its faculty members. A faculty evaluation system is essential to encourage the professional growth of individual faculty members and to assure the retention of those faculty members who demonstrate a high level of academic performance. To that end, the purpose of this Faculty Success & Performance Evaluation Manual ("Manual") is to establish an annual performance evaluation for the University's full-time faculty (*i.e.*, Non-Tenure Track, Tenure Track, and Tenured faculty) and to reiterate and illustrate the University's expectations – and criteria on which it evaluates – its faculty members so that all faculty are positioned for success at the University.

As you will read herein, there are two key components to the annual performance evaluation process: (1) **a written evaluation** (which includes both your self-evaluation and your Chair's evaluation), and (2) **a goal-setting document**. Under certain circumstances, there may be a third component if you are asked to do an ***in-class evaluation***. Those circumstances and the related forms are addressed herein.

To the extent that there are already procedures in the Handbook of the University Faculty ("Faculty Handbook"), nothing in this Manual shall be read to narrow the protections provided therein. The University's Provost & Executive Vice President of Academic Affairs ("Provost") may modify this Manual at any time. If you have any questions about this Manual, please contact the Provost or your Dean.

GENERAL REQUIREMENTS FOR ANNUAL PERFORMANCE EVALUATIONS

As a preliminary matter, this Manual addresses the requirements for performance evaluations of full-time faculty members, excluding Chairs/Directors and Deans. The Provost may evaluate the Deans through a process and on a form developed separately by the Provost. The Deans may evaluate their Chairs/Directors through a process and on a form developed separately by the Deans, in consultation with the Provost.

Coordination with the Reappointment, Tenure, and Promotion Process

Each year, all Full-Time Faculty shall either (i) receive an annual performance evaluation, or (ii) go through the University's Reappointment, Tenure, and Promotion ("RTP") process. The purpose of both the annual performance evaluation and the RTP process is to enable the University to evaluate the faculty member's performance, to communicate any areas of concern or potential improvement, to give the faculty member a formal opportunity to share any concerns or request assistance with their development, and to allow the faculty member to set their goals for the following term (where applicable). The Faculty Handbook stipulates the

procedures for the RTP review and the timelines for Reappointment, Tenure, and Promotion are as follows:

Reappointment, Tenure and Promotion – Timelines

Non-Tenure-Track Faculty (including Instructors, Lecturers, Senior Lecturers, and Clinical Faculty) Standing for Reappointment

By May 1	Meeting with Chair or Head of the Program, Unit, Department and/or Discipline
By October 15	Peer Committee identified
By November 15	Candidate dossiers due
By December 8	Peer Committee (PC) votes
By December 24	Candidate may respond in writing to the Peer Committee report
By January 8	Chair or Head of the Program, Unit, Department and/or Discipline or Chair Designate Writes Letter of Recommendation
By January 15	Candidate may respond in writing to the Chair Designate's Letter
By January 25	College Executive Committee (CEC) Votes
By February 1	Candidate May Respond in Writing to the CEC Letter
By February 7	Dean Writes Letter of Recommendation and dossier is submitted to the Office of the EVP/University Provost.
By February 15	Candidate may respond in writing to the Dean's letter
By March 8	EVP/University Provost informs candidates of reappointment Decision

Tenure-Track Appointments (including Assistant, Associate, and Full Professors) Standing for Reappointment

By May 1	Meeting with Chair or Head of the Program, Unit, Department and/or Discipline
By October 15	Peer Committee identified
By November 15	Candidate Dossiers due
By December 8	Peer Committee (PC) votes
By December 24	Candidate may respond in writing to the Peer Committee report
By January 8	Chair or Head of the Program, Unit, Department and/or Discipline or Chair Designate Writes Letter of Recommendation

By January 15	Candidate may respond in writing to the Chair Designate' s letter
By January 25	College Executive Committee (CEC) votes
By February 1	Candidate may respond in writing to the CEC letter
By February 8	Dean Writes Letter of Recommendation and dossier is submitted to the Office of the EVP/University Provost.
By February 15	Candidate may respond in Writing to the Dean's Letter
By March 8	University Faculty Personnel Committee (UFPC) Votes
By March 15	Candidate may respond in Writing to the UFPC's report and ask for reconsideration of the findings
	The Candidate's request for reconsideration will be included in the dossier.
By March 24	UFPC final vote (following a Request for Reconsideration is Received from the Candidate)
By March 31	EVP/University Provost makes recommendation to President
By April 14	EVP/University Provost informs candidates of reappointment decision

Tenure Track Assistant Professors Standing for Tenure & Promotion or Associate or Full Professors Standing for Tenure
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By February 1	Meeting with Chair or Head of the Program, Unit, Department and/or Discipline
By May 1	Confidential External Reviewers identified
By June 30	Contact External Reviewers
By August 1	Submission of Preliminary Dossier
By August 15	Preliminary Dossier sent to External Reviewers
By October 15	Peer Committee (PC) Identified
By November 15	External Review letters due
By November 15	Candidate Dossiers due
By December 8	Peer Committee (PC) votes
By December 24	Candidate may respond in writing to the PC Report
By January 8	Chair or Head of the Program, Unit, Department and/or Discipline Chair Designate Writes Letter of Recommendation.
By January 15	Candidate may respond in writing to the Chair's letter
By January 25	College Executive Committee (CEC) votes
By February 1	Candidate may respond in Writing to the CEC letter
By February 8	Dean writes Letter of Recommendation and dossier is submitted to the Office of the EVP/University Provost.
By February 15	Candidate may respond in Writing to the Dean's Letter

By March 8	University Faculty Personnel Committee (UFPC) votes
By March 15	Candidate may respond in writing to the UFPC's Report and ask for Reconsideration of the Findings
By March 24	UFPC reconvenes if a request for reconsideration from the candidate is received
By March 31	EVP/University Provost makes recommendation to President
By April 14	EVP/University Provost informs candidates of Tenure or Promotion decision
	The EVP/University Provost writes a letter to the candidate informing him/her of the decision.

Tenured Associate Professors Standing for Promotion to Full Professor

By April 1	Meeting with the Dean and candidate
By May 1	Confidential External Reviewers selected
By June 30	Contact External Reviewers
By August 1	Submission of preliminary dossier (Department Chair, Head or Dean)
By August 15	Preliminary dossier sent to External Reviewers
By October 15	Peer Committee (PC) selected
By November 15	External Review letters due
By November 15	Candidate dossiers due (Dean's Office)
By December 8	Peer Committee (PC) votes
By December 24	Candidate may respond in writing to the Peer Committee report
By January 8	Chair or Head of the Program, Unit, Department and/or Discipline writes Letter of Recommendation
By January 15	Candidate may respond in writing to the Chair or Head of the Program, Unit, Department and/or Discipline letter
By January 25	College Executive Committee (CEC) votes
By February 1	Candidate may respond in writing to the CEC letter.
By February 8	Dean writes Letter of Recommendation and dossier is submitted to the Office of the EVP/University Provost.
By February 15	Candidate may respond in writing to the Dean's letter
By March 8	University Faculty Personnel Committee (UFPC) Votes
By March 15	Candidate may respond in Writing to the UFPC's Report and appeal the findings
By March 24	final vote University Faculty Personnel Committee reconvenes if an Appeal from the Candidate is received

By March 31	EVP/University Provost Makes Recommendation to President
By April 14	EVP/University Provost Informs Candidates of Reappointment Decision
	The EVP/University Provost writes a letter to the candidate informing him/her of that decision.

Overview of Evaluation Process and Timeline

Below is an overview of the timeline that shall apply to the annual performance evaluations. These deadlines will appear again in the more detailed descriptions of the evaluation procedures.

Performance Evaluation – Timelines

For All Non-Tenure Track and Tenure Track Appointments not going through the RTP Process

By September 15	<p>If the Chair and/or OAA designee intends to conduct an in-class evaluation, the Faculty Member is notified.</p> <p>Before an in-class evaluation takes place, the Faculty Member submits to the reviewer a Pre-Evaluation Memorandum (available at Appendix B).</p>
By November 15	<p>If an in-class evaluation has been conducted, the reviewer completes an In-Class Evaluation Form (available at Appendix C) and submits it to the Faculty Member and the Chair/designee.</p>
By December 1	<ol style="list-style-type: none"> 1. If the Faculty Member has any disagreements or concerns about any in-class evaluation(s), the Faculty Member notes the same in the designated space(s) on the evaluation form(s) and returns a signed copy to the reviewer and Chair/designee. 2. The “Review Period” shall be the current (Fall) term, and the previous three terms (Fall of the previous year and Spring and Summer of the same calendar year). The Faculty Member submits to their Chair/designee a Final Evaluation Checklist (available at Appendix D), including: <ul style="list-style-type: none"> ▪ An updated curriculum vitae;

	<ul style="list-style-type: none"> ▪ Copies of the syllabi (see syllabus template at Appendix A) for all classes the Faculty Member taught during the Review Period. Collectively, these syllabi will be referred to as “Review Period Syllabi;” ▪ Signed copies of any and all in-class evaluations (including any disagreements or concerns); and ▪ Completed Faculty Annual Performance Review and Goal-Setting Agreement (available at Appendix E).
By February 1	<p>The Chair/designee reviews all of the Faculty Member’s materials (syllabi, in-class evaluations (and any disagreements or concerns), and self-evaluation) and completes the Faculty Member’s final evaluation.</p> <p>The Chair/designee meets with Dean of the College to discuss reviews.</p> <p>Chair/designee schedules an in-person meeting with the Faculty Member to discuss the evaluations.</p>
By March 1	The meeting between the Faculty Member and Chair/designee is completed.
By March 8	If the Faculty Member would like to add any written comments to the performance review form, they do so and return the fully-executed form to their Chair/designee. Faculty Member should keep copies of their own materials.
By April 1	All of the Faculty Member’s evaluation materials are submitted to the Dean’s office, Office of Academic Affairs, and the Office of Human Resources.

**For All Tenured Appointments
not going through the RTP Process**

By January 15	If the Chair and/or a member/designee of the Office of Academic Affairs intends to conduct an in-class evaluation OAA designee, the Faculty Member is notified.
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	Before an in-class evaluation takes place, the Faculty Member submits to the reviewer a Pre-Evaluation Memorandum (available at Appendix B).
By February 15	If an in-class evaluation has been conducted, the reviewer completes an In-Class Evaluation Form (available at Appendix C) and submits it to the Faculty Member and the Chair/designee.
By March 1	<ol style="list-style-type: none"> 1. If the Faculty Member has any disagreements or concerns about any in-class evaluation(s), the Faculty Member notes the same in the designated space(s) on the evaluation form(s) and returns a signed copy to the reviewer and Chair/designee. 2. The “Review Period” shall be the current (Spring) term, and the previous three terms (Spring, Summer, and Fall of the previous calendar year). The Faculty Member submits to their Chair/designee a Final Evaluation Checklist (available at Appendix D), including: <ul style="list-style-type: none"> ▪ An updated curriculum vitae; ▪ Copies of the syllabi (see syllabus template at Appendix A) for all classes the Faculty Member taught during the Review Period. Collectively, these syllabi will be referred to as “Review Period Syllabi;” ▪ Signed copies of any and all in-class evaluations (including any disagreements or concerns); and ▪ Completed Faculty Annual Performance Review and Goal-Setting Agreement (available at Appendix E).
By April 1	<p>The Chair/designee reviews all of the Faculty Member’s materials (syllabi, in-class evaluations (and any disagreements or concerns), and self-evaluation) and completes the Faculty Member’s final evaluation.</p> <p>The Chair/designee meets with Dean of the College to discuss reviews.</p> <p>Chair/designee schedules an in-person meeting with the Faculty Member to discuss the evaluations.</p>
By May 1	The meeting between the Faculty Member and Chair/designee is completed.

By May 8	If the Faculty Member would like to add any written comments to the performance review form, they do so and return the fully-executed form to their Chair/designee. Faculty Member should keep copies of their own materials.
By June 1	All of the Faculty Member's evaluation materials are submitted to the Dean's office, Office of Academic Affairs, and the Office of Human Resources.

Signing Evaluations and Disagreements with Evaluations

Each Faculty Member must sign their final evaluation form, and any and all in-class evaluation forms, to acknowledge receipt of the form(s). The Faculty Member's signature does not necessarily indicate agreement with the contents of the evaluation; if a Faculty Member disagrees with or has other concerns about the evaluation(s), the Faculty Member must write those disagreements and concerns in the designated space on the evaluation form. In the absence of any written disagreements or concerns, the University will assume that the Faculty Member agrees with the contents of all evaluations the Faculty Member received during that year's evaluation process. A Faculty Member who refuses to sign an evaluation form may be subject to disciplinary action, including not being considered for merit pay.

Recordkeeping

At the end of the annual evaluation process, the Faculty Member's Chair/designee shall be responsible for sending all documents related to the annual performance evaluations, including the Faculty Member's syllabi and other course materials, in-class evaluation forms, self-evaluation forms, and final evaluation forms to the office of the Dean, the Office of Academic Affairs (to be maintained in the Faculty Member's RTP file), and to the Office of Human Resources (to be maintained in the Faculty Member's personnel file).

PERFORMANCE STANDARDS

All Full-Time Faculty Members are accountable first to the University, and then to their College, and then to their academic unit/department/conservatory ("Department"). Accordingly, this Manual will describe the performance standards by which Faculty Members will be measured both at the University and College levels. These obligations are generally: (1) teaching, (2) service, and (3) scholarship; however, Non-Tenure Track Faculty Members do not have scholarship obligations.

Teaching Obligations, Generally

Full-Time Faculty Members accept as a primary career obligation the dissemination of knowledge and the nurturing of a spirit of inquiry throughout the Roosevelt community. For Non-Tenure Track Faculty Members, teaching will generally comprise 80% of the final evaluation rating. For

Tenure-Track and Tenured Faculty Members, teaching will generally comprise 60% of the final evaluation rating. These percentages may vary depending on University, College, and Departmental needs, but in no case shall the teaching percentage in the final evaluation rating be (i) less than 10% or greater than 90% for Non-Tenure Track Faculty Members; and (ii) less than 10% or greater than 80% for Tenure-Track and Tenured Faculty Members. (See Guidelines for Faculty Workloads at [Appendix F](#).) The percentage that applies to each Faculty Member will be discussed with the Chair/designee in the course of developing the Faculty Member's annual goals during the previous Review Year. A Faculty Member who has just joined the University during that Review Year should meet with their Chair/designee at the beginning of the term to reach an understanding about the percentage that will apply.

Faculty Members must have six Teaching Competencies: (i) have command of their subject matter; (ii) communicate clearly, both in writing and orally; (iii) challenge their students with sufficient rigor; (iv) be sensitive to the needs of their students; (v) demonstrate a high overall level of teaching effectiveness; and (vi) be a responsible member of the Roosevelt community. (See Faculty Handbook, Part I(B).) The following factors will be considered in determining whether a Faculty Member has satisfied these Teaching Competencies:

- i. Having command of the subject matter:**
 - Do you demonstrate knowledge of your discipline by communicating concepts and other information about the subject matter with precise and explicit explanations?
 - Do you demonstrate competence with course content that is relevant and thorough?
 - Have you increased your knowledge of the discipline and/or pedagogy, including by attending development or training sponsored by the University or other pedagogy workshops and seminars specific to your field?
 - Have you created new pedagogical approaches or demonstrated other forms of innovation?
 - Have you developed a new course or revised an existing course significantly?
 - *College of Education ("COE") Only:* Have you demonstrated evidence of collaboration in teaching with colleagues (e.g., team teaching, guest lectures, and peer evaluation/review)?

- ii. Communicating clearly, both in writing and orally:**
 - Have you reviewed and updated your syllabus within the past year?
 - Do you clearly communicate your expectations of your students?
 - Is your speech audible and distinct?

- iii. Challenging their students with sufficient rigor:**
- Do you design, sequence, and present experiences that induce student learning?
 - Do you demonstrate evidence of attention to your students' active learning, writing, and critical thinking skills, as appropriate?
 - Do you cultivate your students' curiosity and creativity, and challenge them to think and solve problems in new ways?
- iv. Being sensitive to the needs of their students:**
- Do you maintain and clearly publicize regular office hours of at least three (3) hours per week at times during which students can make use office hours?
 - Do you promptly, respectfully, and confidentially handle requests for accommodations?
 - Do you timely grade assignments and regularly provide your students with feedback about their performance?
- v. Demonstrating a high overall level of teaching effectiveness:**
- Do you use in-class time effectively and adjust the pace and difficulty of the activities to the students in the class?
 - Do you use effective instructional techniques and tools, including lecture, discussion, audio/visuals, group activities, technology, or demonstrative methods?
 - Do you design, develop, and implement tools and procedures to assess student learning outcomes?
 - Do you make adjustments to improve student learning?
 - *Chicago College of Performing Arts ("CCPA") Only:* Have your former students entered the field (e.g., studio teaching, composition, acting, directing, coaching), either professionally or for further studies?
- vi. Being a responsible member of the Roosevelt community:**
- Do you adhere to all University, College, and Department policies and procedures, including but not limited to:
 - Using University and College templates for syllabi
 - Submitting syllabi to your Chair/designee within the first two (2) weeks of class

- Notifying your Chair/designee promptly when you need to be absent from teaching
- Timely completing drop/add/withdrawal/incomplete forms
- Attending all Commencements and Convocations
- Annually submitting an outside work form
- Advising and mentoring students
- Do you behave and communicate respectfully and professionally with all colleagues, administrators, and students?
- Do you respond promptly to communications from colleagues, administrators, and students?
- *In the case of experiential, clinical, and student teaching:* Do you demonstrate teaching excellence and appropriate supervision of students?

Service Obligations, Generally

Full-Time Faculty Members have mission-driven service obligations that go beyond research, scholarship, creative expression, or teaching, particularly in University, College, and Department governance. The University expects that Full-Time Faculty Members will assume a fair share of service work and will perform it satisfactorily. For Non-Tenure Track Faculty Members, service will generally comprise 20% of the final evaluation rating. For Tenure-Track and Tenured Faculty Members, service will generally comprise 20% of the final evaluation rating. These percentages may vary depending on University, College, and Departmental needs, but in no case shall the service percentage in the final evaluation rating be (i) less than 10% or greater than 90% for Non-Tenure Track Faculty Members; and (ii) less than 10% or greater than 80% for Tenure-Track and Tenured Faculty Members. (See Guidelines for Faculty Workloads at [Appendix F](#).) The percentage that applies to each Faculty Member will be discussed with the Chair/designee in the course of developing the Faculty Member's annual goals during the previous Review Year. A Faculty Member who has just joined the University during that Review Year should meet with their Chair/designee at the beginning of the term to reach an understanding about the percentage that will apply.

A Faculty Member's service obligations can be discussed with and/or assigned by the Faculty Member's College (*i.e.*, the Dean or Chair/designee), or can be performed on the Faculty Member's own initiative. Merely holding an office or membership or attending meetings does not suffice to fulfill a Faculty Member's service obligations. The University expects Faculty Members to have *active* service or participation in the various service activities.

The following are examples of contributions that may count towards a Faculty Member's service obligations:

- Participation in University, College, Department/Conservatory governance (*e.g.*, committees and councils)
- Attendance at Convocations, Commencement ceremonies, music/theatre performances, and other University and/or College functions
- Service as a program director
- Assisting faculty and staff of the University and/or College in the performance of their responsibilities (*e.g.*, with productions or special projects)
- Advising or mentoring students or student organizations
- Participation in Departmental assessment and accreditation work
- Participation in faculty observation and review
- Organization of and/or active participation in work that promotes the University and/or the Department to the rest of the University, the community at large, prospective students and/or alumni (*e.g.*, participating in student recruitment activities, cultivating community partnerships, working on outreach efforts to elementary and secondary schools and to junior colleges)
- Participation in scholarly, artistic, or professional organizations of local, regional, or national scope
- Review and other assistance with grant applications and academic improvement grants

Service in the College of Pharmacy

In addition to the general categories above, the following will be taken into consideration in evaluating the scholarship contributions of a Faculty Member in the COP:

- Demonstration of excellence in patient care (*e.g.*, approved prescriptive authority, letters of support from medical colleagues and patients)
- Collaboration with local providers (*e.g.*, agencies, hospitals, clinics, corporations) appropriate to the professional discipline
- Participation in community projects that provide service to the public
- Development of innovative roles for pharmacists in the patient care setting
- Significant contribution to a board examination, including as a board examiner or by preparing the test in the general practice or a specialty or subspecialty
- Devising a new method (*e.g.*, diagnosis, therapy, critical pathway, or standard) or procedure that receives national or international recognition

Scholarship Obligations, Generally

Tenure Track and Tenured Faculty Members must contribute actively to the intellectual growth and development of knowledge and the dissemination of that knowledge. Tenure Track and Tenured Faculty Members are expected – and all Full-Time Faculty Members are encouraged – to develop research projects and disseminate research findings (*e.g.*, basic and applied research,

pedagogical research, clinical research, patient-oriented research, and creative work) through presentations, publications, and performance. For Tenure Track and Tenured Faculty Members, scholarship will generally comprise 20% of the final evaluation rating. These percentages may vary depending on University, College, and Departmental needs, but in no case shall the scholarship percentage in the final evaluation rating be less than 10% or greater than 80%. The percentage that applies to each Faculty Member will be discussed with the Chair/designee in the course of developing the Faculty Member's annual goals during the previous Review Year. A Faculty Member who has just joined the University during that Review Year should meet with their Chair/designee at the beginning of the term to reach an understanding about the percentage that will apply.

Not all published and drafted works are equal. It is important that scholarship endeavors be of high quality and be acknowledged as valuable by others in the Faculty Member's field. While it is impossible to enumerate all of the publications that would satisfy this high standard, the following are examples of categories of contributions that may count towards a Faculty Member's scholarship obligations:

- Publication in recognized, reputable academic or professional sources of works (*e.g.*, substantial monographs or articles, books, portfolios, pedagogical material widely adopted by other institutions, or a critical edition of a major work or body of works) that are subject to rigorous peer review
- Publication of books by scholarly presses
- Publication of other articles or portfolios that make a substantive contribution to the Faculty Member's scholarly or professional field
- Scholarly work in the pedagogy of the Faculty Member's discipline or confronting the intersection of disciplines
- Refereed creative works or exhibits
- Publication of co-authored articles resulting from student research

Scholarship in the College of Arts and Sciences

In addition to the general categories above, the following will be taken into consideration in evaluating the scholarship contributions of a Faculty Member in the CAS:

- *In actuarial science only*: Actively working towards becoming an Actuarial Associate

Scholarship in the Chicago College of Performing Arts

In addition to the general categories above, the following will be taken into consideration in evaluating the scholarship contributions of a Faculty Member in the CCPA:

- Production of new composition and playwriting/dramaturgy works, including those that are published, commissioned, commercially-recorded, and performed off-campus at professional venues or other institutions
- Presentations at seminars, clinics, masterclasses, workshops, conferences, especially those in which submissions are competitive or invited
- Serving as a conductor, lecturer, or adjudicator at local, state, or national institutes or festivals
- Professional performance as a soloist (in a recital or with an ensemble), conductor, coach, member of an ensemble, actor, director, musical director, writer, performance artist, coach, choreographer, designer, or dramaturg
- For a Faculty Member for whom continued activity as a performer may not be possible, their career prior to becoming a Faculty Member at Roosevelt University, along with their national and international recognitions as a performer
- Receipt of grants, awards, prizes, fellowships, reviews, and honors

Scholarship in the College of Education

In addition to the general categories above, the following will be taken into consideration in evaluating the scholarship contributions of a Faculty Member in the COE:

- Professional presentations (*e.g.*, invited addresses, in-services, and papers presented at professional meetings), particularly at the American Educational Research Association
- Publications (*e.g.*, reviews, books, monographs, and chapters in books)
- Professional consulting that contributes to the field
- Research and evaluation reports that are published and disseminated
- Preparing funded grant proposals

Scholarship in the College of Pharmacy

In addition to the general categories above, the following will be taken into consideration in evaluating the scholarship contributions of a Faculty Member in the COP:

- Publications in peer-reviewed sources (*e.g.*, journals, books, book chapters, continuing education modules, technical reports, web publications), especially with the Faculty Member being a major contributing author
- Presentation of refereed posters or continuing education programs at professional meetings
- Election to Fellow status in professional societies
- Appointment to regional, national and/or international advisory boards or committees
- Service as an editor or presenter at the national or international level
- Service as a consultant for corporations, health care facilities, and/or other universities

- Service as a referee for scientific and/or professional journals
- Preparing funded grant proposals, especially for competitive extramural grants

Scholarship in the Heller College of Business

The following will be taken into consideration in evaluating the scholarship contributions of a Faculty Member in the Heller College of Business (“HCB”):

- Publication of original works in refereed journals, research monographs, scholarly books, and in-house publications
- Presentation of papers at professional meetings
- Publication of materials in instructional development (*e.g.*, pedagogical journals, written cases with instructional material, development of instructional software)
- Consulting activities that are peer-reviewed and available for public scrutiny

SPECIFIC EVALUATION PROCEDURES

Preparing and Updating Your Syllabus

Faculty Members are strongly encouraged to use the University’s syllabus template to craft their own syllabus. (See [Appendix A](#).) The University expects that all Faculty Members will review and update their syllabi on at least an annual basis. An effective syllabus serves multiple functions for the Faculty Member, the student, and the University:

- It is a course-planning tool for the Faculty Member. It helps the Faculty Member to prepare and organize the course, to plan the amount of time to devote to all of the course material, and to establish an assignment and testing schedule.
- It is a reference guide for the student and is often the Faculty Member’s first form of communication with the student. It tells the student what the student will learn from the course, establishes the Faculty Member’s expectations of the student, communicates and what the student can expect of the Faculty Member. It allows the student to formulate a plan to complete assignments and prepare for tests.
- It is a tool with which the University can measure the Faculty Member’s effectiveness and assess whether the Faculty Member met their stated objectives.

Review Tips for the Faculty Member

The performance evaluation process is equally for the University and for the Faculty Member. While the University may use the performance evaluation as part of the full RTP process stipulated in the Faculty Handbook, the evaluation is nevertheless not intended to be punitive in

nature. On the contrary, the purpose of this exercise is to cultivate an environment where frequent, constructive feedback is normalized. Instead of waiting for a mid-tenure review to learn whether the University will continue to invest in a faculty member, an annual performance evaluation allows the faculty member a more regular opportunity to learn whether they are on the right path towards reappointment, tenure, and promotion while there is still time to correct any issues that would prevent successful advancement.

And this process is not one-sided. Each faculty member should use the self-evaluation and goal-setting form to share with their Chair/designee the resources they need to succeed and to identify any barriers to success. Each faculty member must also carefully read and reflect on all evaluations they receive. In each evaluation form, there is a space for the Faculty Member to respond to the evaluation. It is important to take that opportunity to note any concerns with the evaluation so that those appear in the employee's personnel file along with the review itself. If the faculty member does not comment on the review in that format, the faculty member will be deemed to have agreed with the contents of the review.

You will be responsible for completing the first part of the [Faculty Annual Performance Review and Goal-Setting Agreement](#) ("Review/Goal-Setting Form" or "Form"), as follows:

1. Complete Part 1 of the Form and review Part 3. Complete the Faculty Member portions of Parts 4, 5, 10. Return the unexecuted Form to the Chair/designee.
2. The Chair/designee will complete their portions and then schedule the in-person review meeting.
3. At the review meeting, the Chair/designee will present the completed Form to you and give you an opportunity to ask any questions.
4. Next:
 - a. If you are satisfied with the review, you can sign Parts 7, 9, and 11 and conclude the process. The Chair/designee will collect the original document, sign Parts 7 and 10, insert the page containing Parts 8 and 9 into the Review/Goal-Setting Form packet, and will email you a copy of the full packet for your records.

or

- b. If you would like the opportunity to make comments, you can complete and sign Parts 8 and 9 by the timeline set forth in the [Evaluation Process and Timeline](#) above, then return it to the Chair/designee (both by emailing a PDF and by hand-delivering a copy to the Chair/designee), who will sign Parts 7 and 10, insert the page containing Parts 8 and 9 into the Review/Goal-Setting Form packet, and will email you a copy of the full packet for your records.

Review Tips For the Chair/Designee

Perhaps the most important part of this evaluation process is that all of the faculty members for whom you are responsible are treated equally and fairly. It is also important that each faculty member receive thoughtful and honest feedback about their strengths and opportunities for improvement. While you may have been quite pleased with an individual faculty member's performance, it is important to both recognize those successes and to reflect on areas in which the faculty member can continue to grow. Please also know that you should use all of the information at your disposal to review the Faculty Member's performance, including the Faculty Member's self-evaluation, your review of the Faculty Member's syllabi and other course materials, and any in-class/peer or student evaluations you have received for the Review Period.

The Faculty Member will initiate the Review/Goal-Setting Form as described above. Then, you will continue the process as follows:

1. Complete Part 2 of the Form and review Part 3. Complete your portions of Parts 4 (including filling in the spaces to indicate what percentage of the Faculty Member's score should be allocated to teaching, service, and scholarship, as appropriate), 5, and 7. Review the Faculty Member's goal in Part 10 and make any necessary adjustments.
2. Schedule the in-person review meeting.
3. At the review meeting, you will present the completed and executed Form to the Faculty Member for the first time, and be prepared to answer any questions the Faculty Member may have.
4. Next:
 - a. If the Faculty Member is satisfied with the review, you and the Faculty Member can sign Parts 7, 9, and 11 and conclude the process. You will collect the original document, sign Parts 7 and 10,

insert the Faculty Member's page containing Parts 8 and 9 into the Review/Goal-Setting Form packet, and email the Faculty Member a copy of the full packet for their records.

or

- b. If the Faculty Member would like the opportunity to make comments, you can give them a hard copy of the unexecuted Review/Goal-Setting Form. They will complete and sign Parts 8 and 9 by the timeline set forth in the [Evaluation Process and Timeline](#) above, then return it to you (both by emailing a PDF and by hand-delivering a copy to the Chair/designee). You will then sign Parts 7 and 10, insert the Faculty Member's page containing Parts 8 and 9 into the Review/Goal-Setting Form packet, and will email the Faculty Member a copy of the full packet for their records.
5. Forward all evaluation documents to the Provost and the Vice President of Human Resources/Chief Human Resources by the timeline set forth in the [Evaluation Process and Timeline](#) above, and keep a copy in your files.

In-Class Evaluations of General Education Courses

Conducting an in-class evaluation is an important responsibility for the reviewer and also benefits the reviewed faculty member. An in-class evaluation provides the reviewed faculty member with an opportunity to receive feedback from a person who has actually had the opportunity to observe the faculty member teaching. An in-class evaluation also provides the Chair/designee with information about the reviewed faculty member's teaching style, pedagogical methods, and classroom conduct that they might not have otherwise received without personally visiting each faculty member's classroom. Our hope is that both the reviewed faculty member and the reviewers benefit from this exercise.

In an effort to provide all undergraduate students with a shared, high-quality academic experience during their time at Roosevelt, the Office of Academic Affairs will pay particular attention to courses meeting Core Curriculum/General Education requirements. Accordingly, to ensure consistency and make improvements across the core curriculum, a designee of the Academic Affairs Office ("OAA designee") may conduct at least one in-class evaluation per year of a Faculty Member who teaches a course meeting a Core Curriculum requirement.

The following process should be followed before conducting an in-class evaluation:

1. The OAA/designee will contact the Faculty Member to schedule an in-class evaluation, and the Faculty Member and the OAA/designee must work together to schedule the in-class evaluation.
2. At least one (1) week before the evaluation is to take place, the Faculty Member will provide to the OAA/designee their CV, syllabus for the course to be reviewed, and a completed Pre-Evaluation Memorandum (see [Appendix B](#)).
3. The OAA/designee will complete the In-Class Evaluation Form (see [Appendix C](#)) and return it to the Faculty Member and the Chair/designee by the timeline set forth in the [Evaluation Process and Timeline](#) above.
4. The Faculty Member will review the In-Class Evaluation form.
 - a. If the Faculty Member has any objections or other comments, the Faculty Member must include them in Section 6 of the form, sign and date Section 7 of the form, and then return the form to the OAA/designee and the Chair/designee by the timeline set forth in the [Evaluation Process and Timeline](#) above.
 - b. If the Faculty Member does not have any objections or other comments, the Faculty Member must sign and date Section 7 of the form, and then return the form to the AA/designee and the Chair/designee by the timeline set forth in the [Evaluation Process and Timeline](#) above.

APPENDICES

Appendix A: Syllabus Template



Click here to enter text.

Roosevelt University

Click here to enter text.

**Instructor:* Click here to enter text.

**Office Location:* Click here to enter text.

**Primary Contact:* Click here to enter text. (if you are adjunct faculty and don't have an RU email address, ask your department to have yours activated). Do not use an email address from another school where you work. Offer guidance on how quickly you usually respond ("within 24 hours," "daily," etc.).

Other Contact: Click here to enter text.

**Course meetings:* Click here to enter text.

**Course dates:* Click here to enter text. For [important course dates](#) , include a schedule at the end of the syllabus.

**Course hours:* Click here to enter text.

**Office hours:* Click here to enter text. Per the Faculty Handbook: University Faculty should be available to students in office hours at least three hours a week when classes are in session. To maximize access for students, office hours must be noted with specificity on the course syllabi, posted on the University directory, and provided to the department chair's office.

Teaching assistants: Click here to enter text.

**Required texts:* Click here to enter text.

Optional text: Click here to enter text.

**Also required:* Click here to enter text. <http://roosevelt.blackboard.com>

Instructor background:

**Course prerequisites:* Click here to enter text. Consult the [catalog](#) if you're not certain.

**Course overview:* Click here to enter text.

Many syllabi list the catalog description for the case, as is the case for Susanne McLaughlin's syllabus for Linguistics for ESL Teachers, EDUC 358:

[Catalog Description](#)

Theory and research on learning English as a second language (ESL). Foundation for understanding linguistics and learning theory specific to ESL and bilingualism.

Other instructors describe their course, as Steve Meyers does for PSYC 103:

This course will provide you with an introduction to the field of psychology. As a survey course, it is designed to help you explore a bit of most everything psychology has to offer. We will examine how people “work” in detail ----- What do psychologists know about why people behave the way they do? How are personalities formed? What is “normal” and “abnormal” behavior? How do psychologists help people with psychological disorders? The class also addresses the research and experimental foundations of psychology: You will learn how psychologists ask and answer questions. We will use this lens to better understand topics such as how the brain influences our behavior, how our senses and minds perceive the world, and how we learn and remember.

***RU's learning goals:** The Higher Learning Commission expects to see the university-wide learning goals on our syllabi.

The University's three overall learning goals for undergraduate students are:

Goal: Effective communication

Goal: Knowledge of discipline-focused content

Goal: Awareness of social justice and engagement in civic life

***Course goals:** Click here to enter text.

Here is a sample from Steve Meyers' PSYC 103 syllabus:

I have three main learning goals for you. At the end of this course, you should be able to:

- *Define key terms and concepts from different areas within psychology.*
- *Apply psychological concepts to understand how people function, both individually and interpersonally.*
- *Apply theoretical, research---based, and clinical findings to increase your understanding about yourself and improve your well---being.*

This class also connects with the four overarching goals developed by Roosevelt University's Department of Psychology for undergraduate students enrolled in our courses.

Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. This course provides you with an introduction to many of these topics and is a key focus of PSYC 103.

Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. This

course will define these terms so that you can develop related skills in subsequent courses (especially statistics and research methods, for psychology majors).

Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. We will analyze how psychologists examine arguments and evaluate claims.

Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues with concern for social justice. This is a main focus of PSYC 103. You will apply the ideas we discuss to yourself and others.

***Methodology:** Click here to enter text.

Here is a sample from Susanne McLaughlin's EDUC 358 course in the College of Education:

This class will consist of lectures, class and small group discussions, and activities to work with linguistic data, which will be done individually or in small groups. We will often work collaboratively in this class to explore what we know about language as native speakers of a language and to explore how linguists study language. Since many of the terms used in the field of linguistics may be new to you, it is recommended that you keep a terminology log of concepts, definitions, and examples given in class (notebooks will be provided).

Assignments and assessment:

You've created assignments for the class, but consider having a written assignment sheet for any substantial assignment. That assures that students have a reference when their memories of your oral description of the assignment fade. Many faculty members also provide students, especially in undergraduate-level courses, with rubrics that provide a visual display of the requirements for an assignment. One source of sample rubrics is at <http://www.uwstout.edu/soe/profdev/rubrics.cfm> , but you can find a variety of sources online.

A note on assignments in general education and introductory-level courses: Some courses, especially those for the general student population or those at the introductory level, are best structured with multiple assignments early in the term, to allow students to get feedback early: If they're having problems, they can get help (or the instructor can urge them to get help) before it's too late to succeed in the class.

You also may encounter instances in which certain assignments are used by your program or department for assessment of student learning, for program improvement and/or accreditation. In those cases, you'll be told that these assignments will be collected for further review or otherwise reviewed by your program's assessment team. Such assessments focus on student learning and program improvement, not on grading students or instructor evaluation.

Include points or weight of assignments

A *sample* is below. You're not required to use percentages or these specific categories, but you should include details on assignments and how they factor into the final grade.

Assignment	Percentage of final grade
Participation	20
Quizzes	10
Assignment 1	20
Assignment 2	20
Final Project	30

****Grading:***

*The syllabus should give students enough detail – how final grades are figured, how much assignments count toward the final grade, and how you define work at various levels – that they can figure out their grades anytime during the term.

A *sample* grading chart is below. The university does not have a standard grading scale for percentages and/or points. Plus/minus grades are acceptable as final grades.

GRADES	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D	60-69%
F	Under 60%

****Due dates:***

*The syllabus should include at least a list of due dates, keeping in mind that instructors have flexibility to change due dates, as long as they are in the students' favor. A *sample* term schedule follows.

Meeting date	Topic and readings	Assignments and due date
Week 1	Course Overview Introduction to Communication	Read Chapter 1, Hamilton Watch the video "Course Overview"
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		

***Policies**

***Academic dishonesty:** The university's policies on issues such as plagiarism, recycling, cheating and other forms of academic dishonesty can be found in the undergraduate catalog at <http://catalog.roosevelt.edu/undergraduate/policies/academic-integrity-policy/> and the graduate catalog at <http://catalog.roosevelt.edu/graduate/policies/academic-integrity/>. Additional guidelines for avoiding plagiarism are available here: <https://www.roosevelt.edu/current-students/academics/academic-integrity>.

***Disability:** Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt's policies and practices are found in the following link: <https://www.roosevelt.edu/student-experience/disability-services>. If you have a condition or disability that requires reasonable accommodation, please alert your instructor or the Academic Success Center as soon as possible, certainly before any assignment or classroom activity that requires accommodation. **The Academic Success Center is located in AUD1050 (inside the Library) in Chicago, and the phone number is 312-341-3818. In Schaumburg, the office is in room 125, and the phone number is 847-619-7978. Email Adam Wouk or Danielle Smith at dsmith51@roosevelt.edu.**

***Withdrawal date:** The final date for an official withdrawal from this class (meaning a "W" would appear on your transcript) is November 2, 2017. In order to withdraw after that date, you must petition for a late withdraw with the registrar. Petitions are granted only for non-academic reasons after the deadline. You should consult your academic advisor if you are considering withdrawing from a course. If you receive financial aid, also check with your financial aid counselor to assure that aid isn't affected by withdrawing from a class. The complete withdrawal policy is here: <https://www.roosevelt.edu/current-students/academics/register-classes>.

INSTRUCTORS, PLEASE NOTE: If your class is scheduled in anything other than the traditional 15-week term, use this link to find the withdrawal date for your class:
<https://www.roosevelt.edu/current-students/academics/important-dates.>]

***Religious holidays:** Please let your instructor know as soon as possible if you will miss class because you are observing a religious holiday. Roosevelt University policy requires written notification to me within the first two weeks of the term. Any work you miss because of a religious holiday can be made up. You can see the full policy here: <https://www.roosevelt.edu/policies/religious-holidays>.

***Student Code of Conduct:** Students enrolled in the university are expected to conduct themselves in a manner compatible with the university's function as an educational institution.
<https://www.roosevelt.edu/current-students/get-help/complaint/student-misconduct>

***Title IX:** Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are **mandated reporters** of incidents involving sexual or gender-based violence or harassment.

Disclosures made to faculty or teaching assistants (TAs) about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus **must be forwarded** to the Title IX Coordinator. The above listed staff are Responsible Employees and therefore are mandated to report. The Title IX office will contact any student who discloses an incident regarding student rights, including the option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are two confidential advisors on campus who are not mandated reporters. They are:

Audrey Guy (312)244-0577, LaDonna Long (312)244-0426. Both are available via phone all hours. The Counseling Center (430 S. Michigan Avenue Room 470 Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

Attendance: Do you take attendance? You need some method of attendance-taking, since you're required to report attendance in each course you teach through RU Access; the registrar will notify faculty when attendance reports are available. Attendance reporting is required by federal regulations for financial aid.

Civility: Elizabeth Meadows is succinct on this topic in her ACP 101 First-Year Seminar syllabus: *This classroom will be a safe place for all participants. We will treat one another with respect.*

Class participation: If you give a grade for participation, is it based on the quantity of responses? Or something else? If so, describe your method.

Electronic devices: Are laptops OK for note-taking but not OK for Facebook? Should all phones be set to silent/vibrate? Are all electronic devices prohibited? There's no university-wide policy, but the issue(s) will come up in your classroom, so be prepared.

Extra credit: If extra credit is available, describe what can be done and how much extra credit counts. Extra credit should be available to all students and not only to individuals who encounter grade crises at a late date.

In-class behavior: Beyond "civility," you may want to mention your preferences on tardiness, eating, sleeping, taking phone calls, texting, etc.

Incompletes: The university's policy is that grades of incomplete are appropriate in instances in which the student has missed a small portion of the work for the course and has a non-academic reason for requesting it, such as health, natural disaster, death in the family, etc. Incompletes are not appropriate grades for students who have stopped attending class without explanation or have failed to complete a significant number of assignments.

Late assignments: You can always make exceptions for crises, but it's best to have a general policy explaining whether you do – or don't – accept late work.

Paper setup: If you have strict standards for how papers should be set up, this is the place to detail them. Typed-only, font size, spacing, margins – all of those can be established here.

Readings: Should readings be completed before class, for example? Are students asked to write out questions they have from the readings and submit them to the instructor?

Submitting assignments: Do you accept emailed assignments? Are all assignments submitted via Blackboard?

***Resources for Students**

***Academic Success Center:** Disability Services, Peer Mentor Program

Chicago campus: Auditorium Building 1050 (inside the Library) (312) 341-3818.

Schaumburg campus: room 125, 847-619-7978. Email Adam Wouk or Danielle Smith at dsmith51@roosevelt.edu .

***Undergraduate Academic Advising**

Chicago campus: room 1M10, Mezzanine, Wabash Building, (312) 341-4340.

Schaumburg campus: SCH 125; (847) 619-7930

(CCPA, Education, Honors and Hospitality Management students are advised in their programs.)

***Blackboard Support, Training and Quick Guides:** The Blackboard course management system is supported by the RUOnline staff and by the Roosevelt University Help Desk.

Quick guides: <http://www.roosevelt.edu/RUOnline/Students/BbTutorials.aspx>

Help desk: <http://roosevelt.parature.com/ics/support/default.asp?deptID=15161>

RUOnline: <http://www.roosevelt.edu/RUOnline/ContactUs.aspx>

***Campus Safety:**

Auditorium Building: (312) 341-2020
Gage Building: (312) 341-3111
Schaumburg campus: (847) 619-8989

***Computer labs:** A list of open labs is located here: <http://www.roosevelt.edu/ITS/labs.aspx>

***Counseling Center:** Individual counseling, as well as group and couples counseling.

Chicago campus: room 470 Auditorium Building, (312) 341-3548
Schaumburg campus: room 114, (312) 341-3548
<https://www.roosevelt.edu/current-students/get-help/counseling-center>

***Financial Aid:** Chicago campus: Mezzanine, Wabash Building, (866) 421-0935; FAO@roosevelt.edu
Schaumburg campus: room 125, (866) 421-0935; FAO@roosevelt.edu

***Learning Commons:** Tutoring and academic support in all subjects, in person and online.

10th Floor (in the Library), Auditorium Building.

Writing Center in the Learning Commons;
(312) 341-2206; writingcenter@roosevelt.edu

Math Lab in the Learning Commons;
<https://www.roosevelt.edu/current-students/get-help/academic-assistance/math-lab>

***Library:** Find everything you need to know at <http://www.roosevelt.edu/Library.aspx> about the Auditorium Building library, the Schaumburg library and the Performing Arts library.

***Registrar:** Registration, drop/add, withdrawal, transcripts, credit evaluation, graduation.

Chicago campus: Mezzanine floor, Wabash Building, (312) 341-3535; registrar@roosevelt.edu
Schaumburg campus: room 125, (847) 619-7950; registrar@roosevelt.edu

***RUWiFi:** To access the university's wireless network, either email helpdesk@roosevelt.edu or call (312) 341-4357 for the connection key.

Appendix B: Pre-Evaluation In-Class Memorandum



PRE-EVALUATION IN-CLASS MEMORANDUM

Faculty Member Name:	
Faculty Member Title:	
Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured
Course Title and Course Number:	
Scheduled In-Class Evaluation Date:	

During this class session, I will be covering the following (<i>describe briefly</i>):

I have been working on several skills/topics/methods, etc. to which I would like you to pay particular attention and on which I would like to receive feedback (<i>describe briefly</i>):

Appendix C: In-Class Evaluation Form



IN-CLASS EVALUATION FORM

Part 1. Faculty Member Information	
Faculty Member Name:	
Faculty Member Title:	
Faculty Member Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured
Part 2. Reviewer Information	
Reviewer Name:	
Reviewer Title:	
Reviewer Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured
Part 3. Reviewed Course Information	
Course Title and Course Number:	
In-Class Evaluation Date:	
Part 4. Evaluation	
<p>Teaching Standards: Faculty Members must have six Teaching Competencies: (i) have command of their subject matter; (ii) communicate clearly, both in writing and orally; (iii) challenge their students with sufficient rigor; (iv) be sensitive to the needs of their students; (v) demonstrate a high overall level of teaching effectiveness; and (vi) be a responsible member of the Roosevelt community. Please review the <i>Faculty Success and Performance Evaluation Manual</i> for information about factors to be considered in assessing these six competencies.</p> <p>In addition to meeting these standards, you should also consider how the Faculty Member performed in the areas on which they requested feedback in the Pre-Evaluation Memorandum they submitted to you before the in-class evaluation.</p> <p>On a scale of 1 to 5, with 1 being unsatisfactory and 5 being outstanding, how would you rate the Faculty Member's teaching?: <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	

Part 5. Reviewer's Comments *(Required)*

Reviewer Signature

Date

Part 6. Faculty Member's Comments *(Optional; Faculty Member may comment after receiving Reviewer's completed form)*

Faculty Member Signature

Date

Part 7. Faculty Member's Acknowledgment *(Required)*

I acknowledge that I have received this In-Class Evaluation Form, have reviewed it, and have had an opportunity to respond to it.

Faculty Member Signature

Date

Appendix D: Final Evaluation Checklist



FINAL EVALUATION CHECKLIST

Faculty Member Name:	
Faculty Member Title:	
Rank:	<input type="checkbox"/> Non-Tenured <input type="checkbox"/> Tenure Track <input type="checkbox"/> Tenured

It is the Faculty Member's responsibility to ensure that all necessary materials are timely submitted to the Chair/Designee in preparation for completing the Final Faculty Annual Performance Review and Goal-Setting Agreement. The Faculty Member must ensure that the following have been timely submitted to the Chair/Designee:

- All Review Period Syllabi
- Any Pre-Evaluation Memoranda and In-Class Evaluation Forms for this Review Period.
- Completed Faculty Annual Performance Review and Goal-Setting Agreement for this Review Period
- Executed Goal-Setting Agreement for the previous Review Period

***Appendix E: Faculty Annual Performance Appraisal
and Goal-Setting Agreement***



Check one: NON-TENURE TRACK TENURE TRACK TENURED
FACULTY ANNUAL PERFORMANCE REVIEW AND GOAL-SETTING AGREEMENT

PART 1. FACULTY MEMBER'S INFORMATION <i>(Faculty Member must complete.)</i>	
Faculty Member's Full Name:	
Faculty Member's Title:	
PART 2. CHAIR/DESIGNEE'S INFORMATION <i>(Chair/Designee must complete.)</i>	
Chair/Designee's Full Name:	
Chair/Designee's Title:	
Review Period (academic year):	Date:
PART 3. PERFORMANCE STANDARDS	
(Level 5) Outstanding – Faculty Member demonstrates exceptional performance, fostering a climate that sustains excellence and optimizes results in the Faculty Member's organization or department, or University-wide. This represents the highest level of performance, as evidenced by extraordinary impact on the achievement of the organization's mission and achievement of expectations at the highest level of quality possible.	
(Level 4) Exceeds Expectations – Faculty Member demonstrates a very high level of performance beyond that required for successful performance in Faculty Member's position and scope of responsibilities. Faculty Member is a proven, highly effective leader who builds trust and instills confidence in University leadership, peers, and Faculty Members. Faculty Member consistently exceeds established performance expectations established for the position.	
(Level 3) Meets Expectations – Faculty Member demonstrates the high level of performance expected and Faculty Member's actions and leadership contribute positively toward the achievement of strategic goals and meaningful results. Faculty Member is an effective, solid, and dependable leader who delivers high-quality results based on measures of quality, quantity, efficiency, and/or effectiveness within agreed upon timelines. Faculty Member meets and often exceeds challenging performance expectations established for the position.	
(Level 2) Below Expectations – Faculty Member's contributions to the University are acceptable in the short-term, but do not appreciably advance the University towards achievement of its goals and objectives. While Faculty Member generally meets established performance expectations, timelines, and targets, there are occasional lapses that impair operations and/or cause concern from University leadership, peers, or Faculty Members. While showing basic ability to accomplish work through others, Faculty Member may demonstrate limited ability to inspire subordinates to give their best efforts or to marshal those efforts effectively to address problems characteristic of the University and its work.	
(Level 1) Unsatisfactory – Faculty Member's performance is consistently unacceptable. In repeated instances, Faculty Member demonstrates performance deficiencies that detract from the University's mission, goals, and objectives. Faculty Member generally is viewed as ineffectual by University leadership, peers, or Faculty Members. Faculty Member does not meet established performance expectations/timelines/targets and fails to produce – or produces unacceptable – work products, services, or outcomes.	

PART 4. EVALUATION (Faculty Member and Chair/Designee must complete their respective sections.)

Part 4(A). Teaching.

Percentage of Evaluation: Teaching will count as _____% (CHAIR/DESIGNEE TO COMPLETE) of this Final Overall Performance Rating. (This is the percentage previously discussed with the Faculty Member.)

Teaching Standards: Faculty Members must have six Teaching Competencies: (i) have command of their subject matter; (ii) communicate clearly, both in writing and orally; (iii) challenge their students with sufficient rigor; (iv) be sensitive to the needs of their students; (v) demonstrate a high overall level of teaching effectiveness; and (vi) be a responsible member of the Roosevelt community.

Teaching Competency 1 of 6: Command of Subject Matter. The following factors will be considered:

- Do you demonstrate knowledge of your discipline by communicating concepts and other information about the subject matter with precise and explicit explanations?
- Do you demonstrate competence with course content that is relevant and thorough?
- Have you increased your knowledge of the discipline and/or pedagogy, including by attending University-sponsored development or training?
- Have you created new pedagogical approaches or demonstrated other forms of innovation?
- Have you developed a new course or revised an existing course significantly?
- *College of Education ("COE") Only:* Have you demonstrated evidence of collaboration in teaching with colleagues (e.g., team teaching, guest lectures, and peer evaluation/review)?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 2 of 6: Clear Communication. The following factors will be considered:

- Have you reviewed and updated your syllabus within the past year?
- Do you clearly communicate your expectations of your students?
- Is your speech audible and distinct?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 3 of 6: Challenging Students. The following factors will be considered:

- Do you design, sequence, and present experience that induce student learning?
- Do you demonstrate evidence of attention to your students' active learning, writing, and critical thinking skills, as appropriate?
- Do you cultivate your students' curiosity and creativity, and challenge them to think and solve problems in new ways?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 4 of 6: Being Sensitive to Students’. The following factors will be considered:

- Do you maintain and clearly publicize regular office hours of at least three (3) hours per week at times during which students can make use office hours?
- Do you promptly, respectfully, and confidentially handle requests for accommodations?
- Do you timely grade assignments and regularly provide your students with feedback about their performance?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 5 of 6: Overall Teaching Effectiveness. The following factors will be considered:

- Do you use in-class time effectively and adjust the pace and difficulty of the activities to the students in the class?
- Do you use effective instructional techniques and tools, including lecture, discussion, audio/visuals, group activities, technology, or demonstrative methods?
- Do you design, develop, and implement tools and procedures to assess student learning outcomes?
- Do you make adjustments to improve student learning?
- *Chicago College of Performing Arts (“CCPA”) Only:* Have your former students entered the field (e.g., studio teaching, composition, acting, directing, coaching), either professionally or for further studies?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Teaching Competency 6 of 6: Being a Responsible Community Member. The following factors will be considered:

- Do you adhere to all University, College, and Department policies and procedures, including but not limited to:
 - Using University and College templates for syllabi
 - Submitting syllabi to your Chair/designee within the first two (2) weeks of class
 - Notifying your Chair/designee promptly when you need to be absent from teaching
 - Timely completing drop/add/withdrawal/incomplete forms
 - Attending all Commencements and Convocations
 - Annually submitting an outside work form
 - Advising and mentoring students
- Do you behave and communicate respectfully and professionally with all colleagues, administrators, and students?
- Do you respond promptly to communications from colleagues, administrators, and students?
- *In the case of experiential, clinical, and student teaching:* Do you demonstrate teaching excellence and appropriate supervision of students?

Faculty Member Rating:

5 4 3 2 1

Chair/Designee Rating:

5 4 3 2 1

Faculty Member Rating & Comments on Teaching:

5 4 3 2

1

Rating x % (percentage from Part 4(A) above) = (weighted Teaching Score)

Chair/Designee Rating & Comments on Teaching:

5 4 3 2

1

Rating x % (percentage from Part 4(A) above) = (weighted Teaching Score)

Part 4(B). Service.

Percentage of Evaluation: Service will count as % (**CHAIR/DESIGNEE TO COMPLETE**) of this Final Overall Performance Rating. (*This is the percentage previously discussed with the Faculty Member.*)

Teaching Standards: The following are examples of contributions that may count towards a Faculty Member's service obligations:

- Participation in University, College, Department/Conservatory governance (*e.g.*, committees and councils)
- Attendance at Convocations, Commencement ceremonies, music/theatre performances, and other University and/or College functions
- Service as a program director
- Assisting faculty and staff of the University and/or College in the performance of their responsibilities (*e.g.*, with productions or special projects)
- Advising or mentoring students or student organizations
- Participation in Departmental assessment and accreditation work
- Participation in faculty observation and review
- Organization of and/or active participation in work that promotes the University and/or the Department to the rest of the University, the community at large, prospective students and/or alumni (*e.g.*, participating in student recruitment activities, cultivating community partnerships, working on outreach efforts to elementary and secondary schools and to junior colleges)
- Participation in scholarly, artistic, or professional organizations of local, regional, or national scope
- Review and other assistance with grant applications and academic improvement grants

Please review the ***Faculty Success & Performance Evaluation Manual*** for additional contributions specific to the Faculty Member's College.

Faculty Member Rating & Comments on Service:

5 4 3 2

1

Rating x % (percentage from Part 4(B) above) = (weighted Service Score)

Chair/Designee Rating & Comments on Service:

5 4 3 2

1

Rating x % (percentage from Part 4(B) above) = (weighted Service Score)

Part 4(C). Scholarship.

Percentage of Evaluation: Scholarship will count as _____% (**CHAIR/DESIGNEE TO COMPLETE**) of this Final Overall Performance Rating. (*This is the percentage previously discussed with the Faculty Member.*) If the Faculty Member does not have a Scholarship obligation because of their rank, enter "0" above and do not complete the remainder of Part 4(C).

Teaching Standards: The following are examples of contributions that may count towards a Faculty Member's service obligations:

- Publication of articles in peer-reviewed journals, books by scholarly presses, a substantial monograph, co-authored articles resulting from student research, or other articles or portfolios that make a substantive contribution to the Faculty Member's scholarly or professional field.
- Scholarly work in the pedagogy of the Faculty Member's discipline or confronting the intersection of disciplines.
- Refereed creative works or exhibits.

Please review the **Faculty Success & Performance Evaluation Manual** for additional contributions specific to the Faculty Member's College.

Faculty Member Rating & Comments on Scholarship: 5 4 3 2 1

Rating x _____% (percentage from Part 4(C) above) = _____ (weighted Scholarship Score)

Chair/Designee Rating & Comments on Scholarship: 5 4 3 2 1

Rating x _____% (percentage from Part 4(C) above) = _____ (weighted Scholarship Score)

Part 5. Faculty Member's Overall Score & Self-Assessment *(for Faculty Member to Complete)*

Weighted Teaching Score (from 4(A)):	_____	
Weighted Service Score (from 4(B)):	_____	
Weighted Scholarship Score (from 4(C)):	_____	
TOTAL =	_____	(Self-Assessment Score)

Part 6. Final Overall Performance Rating *(for Chair/Designee to Complete)*

Weighted Teaching Score (from 4(A)):	_____	
Weighted Service Score (from 4(B)):	_____	
Weighted Scholarship Score (from 4(C)):	_____	
TOTAL =	_____	(FINAL OVERALL RATING)

Part 7. Chair/Designee's Final Comments *(Required)*

Chair/Designee Signature

Date

Part 8. Faculty Member's Final Comments *(Optional; Faculty Member may comment after receiving Chair/Designee's Overall Performance Rating & Final Comments)*

Faculty Member Signature

Date

Part 9. Faculty Member's Acknowledgment *(do not sign until performance review meeting)*

I acknowledge that I have received this Annual Performance Review, have reviewed it, and have had an opportunity to respond to it.

Faculty Member Signature

Date

Part 10. Goals for the _____ (fill in next year, e.g., 2018-19) Academic Year (Faculty Member must complete; Chair/Designee will comment/revise/approve)

Goal 1: Improving diversity and inclusion in my College/Department/Conservatory/Unit by:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Chair/Designee Signature

Date

Part 10. Faculty Member's Acknowledgment (do not sign until performance review meeting)

I acknowledge that I discussed my goals with my Chair/Designee and am committed to achieving these goals by my next annual performance review.

Faculty Member Signature

Date

Appendix F: Guidelines for Faculty Workload

FIC RECOMMENDATIONS
Guidelines for Faculty Workloads
4.19.17

Adopted by Academic Affairs

I. General Principles

- a. In terms of teaching, scholarship, and service workload balancing each department/program must have the first order responsibility to ensure fairness among its faculty members. The College Dean is responsible for ensuring workload balancing and fairness across departments/programs within his/her college. The University Provost is responsible for ensuring workload balancing and fairness across colleges.
- b. Course-equivalent service or research requires approximately 100-120 hours/semester.
- c. The standard distribution of faculty job responsibilities has been 60-20-20, denoting 60% teaching, 20% scholarship or creative activity, and 20% service. For the time period that the university is under financial stress and faculty have been asked to teach an extra section, this distribution will need to be adjusted. In the course of developing annual goals, faculty and departments have the flexibility of adjusting these percentages, provided that a minimum of 10% of time is spent in each of the areas. For example, if a faculty member is teaching 7 courses, the job responsibilities may be 70-20-10.
- d. Faculty are only expected to work on average five days per week, even during the semester of a “+1 teaching load”. This means some time shifting among teaching, scholarship, and service will likely be needed. For example, a 70-20-10 load during the four-course semester would entail on average 4 days per week allocated to teaching responsibilities, and 0.5 day each for scholarship and service. During the three-course semester 3 days per week would be allocated to teaching, 1.5 days to scholarship, and 0.5 to service.
- e. The College Dean is responsible to report to the college council and the Provost annually beginning Fall 2018 about the outcomes of this workload adjustment policy until it is revoked or changed.

II. Service projects

- a. These should result in enhanced student learning, enrollment, retention and degree completion, and be directly related to one's role at the university
- b. Before the start of the relevant semester, a one page, written proposal must be submitted to and approved by the department chair or program director, with objective oversight by the College Dean. Examples of course-equivalent service include but are not limited to:
 - i. taking on the role of program/department transfer coordinator
 - ii. engaging in significant curriculum redesign, such as re-forming a course to increase student learning and success.
 - iii. taking on the role of alumni engagement coordinator, including hosting events, speaking at chapter meetings, building affinity groups, etc.
 - iv. developing a mentoring and tutoring program to accompany high Drop/Fail/Withdraw (DFW) courses that leads to greater student success and less attrition.
 - v. taking on the role of internship coordinator, including outreach to new companies, student placements, quality assurance, etc.
 - vi. participating in guided recruitment activities and/or enrollment activities.
 - vii. developing new experiential learning courses
 - viii. coordinating student learning outcomes assessment activities for a program or department.
- c. A written summary of the outcomes of this extra service project must be submitted to and approved by the department chair or program director, with oversight by the College Dean by the beginning of the following semester.
- d. These extra service projects are in addition to standard faculty service.

III. Recommendations regarding scholarship/creative activity

- a. Before the start of the relevant semester, a one page, written proposal to engage in course-equivalent scholarship must be submitted to and approved by the

department chair or program director, with oversight by the College Dean. Examples of situations where course-equivalent scholarship/creative activity might be merited include but are not limited to:

- i. The faculty member is nearing completion on a major scholarly or creative project and can demonstrate that the 100-120 hour time allotment will bring the work to fruition.
 - ii. The faculty member is organizing a major scholarly conference or other significant scholarly/creative event
 - iii. The tenure-track faculty member can demonstrate the concrete outcomes that will result from allocating an additional 100-120 hours to research or creative activity.
 - iv. The faculty member is involved in a major grant application and can demonstrate that the 100-120 hour time allotment will lead to its submission.
- b. A written summary of the outcomes of this extra scholarship must be submitted to and approved by the department chair or program director, with oversight by the Dean by the beginning of the following semester. Demonstrable outcomes of the course release will increase the likelihood that future course releases will be considered favorably.