

VI. Faculty Evaluation and Review Procedures

A. Standards for Faculty Evaluation

St. Olaf College seeks to attract and retain a distinctive, diverse, and accomplished faculty that advances the mission of the college by providing an academically rigorous, globally-informed liberal arts education in a Christian context. The college gives primary emphasis to effective undergraduate instruction that fosters student learning and development, expecting its faculty to ground their teaching in research, scholarship, and creative activity. The college also places a high value on scholarly and artistic work. Through such work, faculty members sustain their own intellectual and artistic vitality, exemplify a life of creative inquiry for students, enhance their capacity for effective instruction, enrich the intellectual and artistic lives of their colleagues, and expand human knowledge and imagination. Finally, the college values service and leadership within and beyond the institution. Through such contributions, faculty serve as models of civic engagement, enhance public discourse, and promote the consideration of individual and departmental interests in the larger context of the college's mission.

While there are no sectarian requirements for tenure or promotion, nor sectarian limits on what can be expressed or taught, it is central to the identity of the college that its faculty members regard inquiry into faith, morality, meaning, and values as essential to liberal learning and student development, and consider their work and the work of the college in light of such inquiry.

Guided by these institutional commitments, the college will evaluate candidates for hiring, renewal, reappointment, tenure, and promotion according to the criteria set forth in Section 4.VI.B. The criteria shall be applied within the context of the welfare and goals of the College, and are intended to reflect the identity and mission of St. Olaf as a liberal arts college of the Lutheran Church.

Faculty evaluation serves two primary purposes. First, it provides guidance to faculty at every rank to encourage continuous self-evaluation, promote professional development, and lead to improved faculty performance. Second, the evaluation process specifies the criteria and evidence used to make judgments regarding renewal of term appointments, reappointment of tenure-track faculty, and the granting of promotion and/or tenure.

B. Categories and Criteria for Faculty Evaluation

The three categories of criteria for faculty evaluation set forth below are listed in descending order of priority. However, the criteria within each category are not rank-ordered. Successful candidates for tenure and promotion to associate professor must demonstrate subject matter expertise and excellent practice in teaching; high quality in their scholarly or artistic work, and evidence that such work is likely to be continued; and service that advances the mission of the college. Successful candidates for promotion to professor must demonstrate enhanced expertise and excellence in teaching, significant and sustained accomplishment in their

scholarly or artistic work, and leadership or other contributions of consequence that advance the mission of the college.

1. Category 1: Contributions to student learning and development. Such contributions may be made in a variety of contexts, including but not limited to instruction in on- or off-campus courses, field supervision in off-campus programs, studio lessons, undergraduate research, service-learning projects, academic advising, informal mentoring, and supervision of academic internships. Criteria within this category include:
 - a. Promoting student learning within one's scholarly or artistic field, including students' knowledge of its intellectual content and methods, and their understanding of its relationship to other fields of knowledge or ways of knowing.
 - b. Promoting student learning in relation to the broader outcomes of liberal education, such as the ability to think critically, communicate effectively, work creatively, engage diverse perspectives, integrate and apply knowledge to new problems or settings, and reflect thoughtfully on questions of religious, ethical, social, or global significance.
 - c. Promoting students' intellectual engagement through imaginative and effective use of instructional time; thoughtful adaptation to diverse learners; challenging and meaningful assignments; careful, timely, and useful evaluation of student work; responsiveness to students' interests; and effective assistance outside of class.
 - d. Facilitating students' reflective and deliberate development—intellectual, social, emotional, spiritual, physical, and vocational—by advising students thoughtfully, connecting students with curricular and co-curricular resources, and engaging meaningfully with students beyond the classroom.
 - e. Continuing one's own development as an instructor through a variety of means, such as participation in faculty development programs for advising, curriculum or pedagogy; development of new courses, or revision of existing courses, to reflect current scholarship in the field or new pedagogies; or the use of evidence of student learning, course evaluation results, or faculty performance reviews for instructional improvement.
 - f. Contributing to instructional, developmental, and other types of associated activities that support inclusion, equity, and access in the college, including those listed in 4.VI.B.1.
 - g. Any other contributions to student learning and development which demonstrate enhanced expertise and excellence in teaching.
2. Category 2: Contributions to one's scholarly or artistic field(s). Contributions to scholarship may include, but not be limited to, disciplinary research and dissemination, interdisciplinary research and dissemination, applied scholarship, or the scholarship of teaching and learning, and the scholarship of equity and inclusion. Scholarship may involve individual research, research with students, research with other faculty, or research with community partners.

To support the informed evaluation of the quality and significance of the candidate's contributions to his or her scholarly or artistic field(s), each department shall maintain a Department Statement on Significant Scholarly/Artistic Work. The Statement shall be prepared and periodically reviewed by the candidate's department(s) in accordance with instructions provided by the Provost and Dean of the College. When approved by the Board of Regents or its designee, such department statements are binding on the College. A candidate's contributions to his or her scholarly or artistic field(s) shall be evaluated in light of the Statement on Significant Scholarly/Artistic Work in effect in the candidate's department(s) as well as in relation to the following three criteria:

- a. Engaging in substantial and sustained scholarly or artistic activity, such as scholarly research, development of artistic works or performances, application for grants or fellowships, preparation of informal papers or presentations, leadership or substantial service in academic professional organizations, delivery of invited lectures, service on academic editorial boards, development of new fields of expertise, engagement in consulting work, or other forms of professional activity as appropriate to one's field(s).
 - b. Disseminating high quality scholarly or artistic works, such as publications, papers, performances, compositions, exhibitions, conference presentations, grant reports, or other scholarly or creative achievements as appropriate to one's field(s). The frequency of dissemination is likely to vary according to the scope and content of the disseminated works, but should be sufficiently frequent to demonstrate the candidate's sustained and ongoing intellectual or artistic development and vitality. A candidate's portfolio of achievements may include scholarly or artistic work of varying types, but a portion of the portfolio normally shall include work that has been professionally reviewed by peers beyond the college in the candidate's scholarly or artistic field(s).
 - c. Any other activities demonstrating significant contributions to one's scholarly or artistic field(s).
1. Category 3: Contributions of service and leadership within and beyond the institution. Criteria within this category include:
 - a. Enhancing the organizational effectiveness and community life of the department/program through a variety of means, such as participating in events and activities, serving on committees, assisting in the development of policies and programs, contributing to assessment and program review, advising departmental student organizations and activities, serving as liaison with other units of the college, or other activities as appropriate to the needs and mission of the department/program. Leadership as department chair or program director is a significant form of departmental service which is evaluated separately according to the criteria in Section 4.VI.B.3.c.

- b. Enhancing the organizational effectiveness and community life of the college, and its contributions to the wider community, through a variety of means, such as serving on college-wide committees and task forces; participating in faculty meetings and forums; participating in college-wide activities, events, or grant-funded projects; contributing to inter-institutional projects or organizations; using one's professional expertise to enrich the social, cultural, and intellectual life of the wider community; or other activities as appropriate to the needs and mission of the college. Leadership in a college-wide administrative position is a significant form of service to the college which is evaluated separately according to the criteria in Section 4.VI.B.3.c.
- c. Enhancing institutional and community life through administrative work. The following criteria are applicable to the evaluation of faculty whose appointment during the period of review has included service as a department chair, program director, associate dean, director of a center or office, or other comparable position. Although such service may result in a reduced teaching load or extent of scholarly or artistic work, it is expected that the candidate will continue to demonstrate distinction in relation to the criteria in Section 4.VI.B.1 and 2. Administrative work shall be evaluated in relation to the following criteria:
 - (i) Leadership skills, as demonstrated in the ability to create and sustain the unit's mission in relation to that of the college, promote innovative uses of college resources, and encourage professional/faculty development.
 - (ii) Interpersonal skills, as demonstrated in the cultivation of effective working relationships to carry out the work of the administrative unit.
 - (iii) Managerial skills, as demonstrated in organizing, delegating, and prioritizing work, exercising good judgment, and implementing college policies and procedures.
- d. Enhancing equity and inclusion through service, including serving on departmental task forces and committees; serving on college-wide task forces and committees; leading assessment efforts involving equity and inclusion; pursuing external grants related to equity and inclusion; participating in grant-supported projects related to equity and inclusion efforts; working on curriculum design teams; participating in inter-institutional collaborations related to equity and inclusion; using one's professional expertise to enhance equity and inclusion on campus; engaging in mentorship or other informal actions of support for students, faculty, and staff; participating in efforts related to equity and inclusion in one's discipline, higher education in general, and the wider community.
- e. Other significant contributions of service and leadership to St. Olaf College and the broader community.

C. Faculty Review Processes

St. Olaf College strives to provide an exceptional undergraduate liberal arts education for all of its students. The principal responsibility for achieving that purpose rests with the faculty.

In order to be effective educators, faculty members need to grow and develop as teachers, scholars, and citizens. The post-tenure review is designed to allow faculty members to reflect on their progress toward career goals and to enter into periodic professional development conversations with their department chair(s), Associate Dean(s) or Dean of the College as they consider their future contributions to the college and to their discipline.

1. Post-Tenure Review Process

- a. Course Evaluations: Every year each tenured faculty member will distribute either a pre-designed or a self-designed course evaluation to at least two classes of students and make the completed evaluations available to the faculty member's department chair. The minimum number of courses evaluated is based upon a full-time load and can be pro-rated for partial teaching loads.
- b. Professional Development Plan: The faculty member shall draft a professional development plan (PDP) and share his/her plan with the department chair before October 1 of the fourth year after a sabbatical. Before drafting a plan, the faculty member is encouraged to explore external funding or other opportunities (as appropriate to discipline). The PDP should include the following:
 - (i) A reflection on professional development over the past three years, including a discussion of scholarship/professional activity, teaching, service, and advising.
 - (ii) A proposal for developing scholarship and pedagogy, including ideas for external opportunities and/or funding (where appropriate) in support of both upcoming sabbatical and longer-term professional activities.
 - (iii) An updated CV.
- c. Professional Development Conversation: By the end of the fourth year after a sabbatical, each tenured faculty member will have a conversation with relevant department chair(s) and associate dean(s) about the faculty member's course evaluations and PDP, and how the College might best support career objectives, including, where relevant, advancement to promotion in rank.

2. Term Faculty Review Process

Full-time and part-time term appointments shall be evaluated on an annual basis, and these evaluations shall be shared with the appropriate associate dean(s). Normally, these reviews are conducted by the department chair. There are three features of this process: yearly course evaluations, classroom observations in the first, second, and fifth year by department chair(s) or tenured department designee, and the completion of an annual report.

- a. Course Evaluations: Every year each term faculty member will distribute course evaluations designed in consultation with the department chair to at least two classes of students and make the completed evaluations available to the faculty member's department chair(s). The minimum number of courses evaluated is based upon a full-time load and can be pro-rated for partial teaching loads. Department chairs may specify in which courses evaluations shall be distributed.

- b. Classroom Observations: In the first, second, and fifth year (and every sixth year thereafter) of a term faculty member's employment at the College, the department chair(s) or tenured department designee shall observe the faculty member teaching in the classroom. Prior to each classroom observation, the peer reviewer shall meet with the term faculty member and discuss course content, pedagogical goals, and teaching objectives. Following a classroom observation, the peer reviewer shall provide the term faculty member with written formative feedback referencing the initial meeting.
- c. Annual Reports: Every year each term faculty member will submit an annual report of teaching, research, and service to their department chair(s) and/or program director.

Should a term faculty member become eligible for, and subsequently included in, a proposal for a Teaching Specialist appointment, the initiating department chair shall refer to data gathered during the term faculty review process.