

DEPARTMENT OF EARTH & PLANETARY SCIENCES DEPARTMENTAL BYLAWS

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The Bylaws of the Department of Earth & Planetary Sciences at the University of Tennessee, Knoxville contained in this document are supplemented with additional procedures and regulations given in the following documents:

- (1) Procedures for the Awarding of Discretionary Funds by the Discretionary Funds Committee
- (2) Graduate Student Manual – Rules for Supervision and Completion of Graduate Degrees in Geology
- (3) Handbook for Undergraduate Geology Majors – Rules for Completion of an Undergraduate Major or Minor in Geology

1. Formulation of (and Changes to) Bylaws and Other Procedures

Bylaws (and other procedures) can be instituted, amended, or modified by a majority vote of more than 50% of the tenure-track faculty members in the Department. The vote must occur at a Departmental faculty meeting.

Any faculty member can ask that a vote be delayed until the next faculty meeting, if sufficient advance notice of a particular topic was not given (known informally as the “Otto rule”).

2. Departmental Governance and Responsibilities

2.1 Department Head and Associate Head

The Head is appointed by the Dean of the College of Arts and Sciences on recommendation by a search committee, in accordance with the procedures of the College.

The Department Head has overall financial responsibility for Departmental accounts. The Head handles personnel and space allocation matters in consultation with the faculty as appropriate. The Head makes recommendations to the Dean concerning merit raises, and provides an explanation of the basis for raises to the faculty. The Head oversees the operation of the Department Office.

The Associate Department Head has budget signature authority and assists the Head as needed. When the Department Head is absent, the Associate Department Head assumes the responsibilities of the Head, but operates within a previously agreed framework established by the Head in consultation with the Associate Head.

2.2 Department Committees

In most matters, the Department operates in a democratic fashion through its committee structure. The Department Head appoints members to committees including committee chairpersons/directors, although faculty members may volunteer for specific assignments. Committees are responsible for defining their own operating procedures, except where specifically defined by Department Bylaws or by the documents listed above. Except for routine matters or tasks specifically allocated to committees by the faculty that do not require feedback, the committees normally report and make recommendations to the full faculty. Final decisions in all academic matters rest with the faculty.

The Department has five standing committees. All faculty members are welcome to the meetings of departmental committees except for the cases identified below. Only committee members have voting privileges during passage of committee decisions and resolutions.

Undergraduate Program Committee (chaired by Director of Undergraduate Studies, DUGS) has jurisdiction over undergraduate major students and the undergraduate academic program. The Undergraduate Program Committee responsibilities include consideration and recommendations to the faculty about changes in undergraduate course requirements and curriculum. The committee is also responsible for advising undergraduate majors and minors in the Department. The DUGS has responsibility for updating and maintaining the Handbook for Undergraduate Geology Majors and departmental entries in the Undergraduate Catalog of the University.

The Committee membership is normally the DUGS and two or three other faculty members.

Graduate Program Committee (chaired by Director of Graduate Studies, DGS) has jurisdiction over graduate students and the graduate academic program, except where University rules give individual dissertation committees such control. It is the responsibility of the Graduate Program Committee to: (a) maintain communications with graduate students and consider requests for waivers; (b) decide whether individual thesis and dissertation committees are appropriate for the proposed project (the tenure-track faculty of the Department have final say in this matter in the case of disagreements); and (c) consider and recommend to the faculty changes in department-wide course requirements and curriculum for graduate degrees. The DGS has responsibility for monitoring the academic progress of all graduate students, including maintenance of a sufficient GPA (Grade Point Average), timely approval of thesis topics

and committees, and successful completion of thesis and dissertation proposals. The DGS has responsibility for updating and maintaining the Graduate Student Manual and departmental entries in the Graduate Catalog of the University.

Committee membership is the DGS and two or three other faculty members.

Graduate Admissions Committee makes recommendations to the faculty on which applicants should be admitted to the graduate program and offered financial aid. The Committee also handles requests for change of status (e.g. M.S. to Ph.D.) and extension of financial aid from current graduate students. The final decision(s) about admission and financial aid are decided by the faculty, unless time constraints require faster response. The Chairperson handles the processing of inquiries and applications to the graduate program and communicates with applicants. The Chairperson writes acceptance letters (co-signed by the Department Head) and manages the pool of funds for financial aid offers to new and continuing students.

Committee membership consists of the Chairperson and two or three other faculty members, although all faculty members are welcome to committee deliberations.

Discretionary Funds Committee approves expenditures as outlined in the Procedures for Awarding Discretionary Funds by the Discretionary Funds Committee. The committee may also be asked to consider and make recommendations to the faculty about changes in the procedures for awards. The Department Head may also use development funds, as necessary, to enable the Department to achieve its mission more successfully. When discussing a request involving a faculty member, that person is excused from committee deliberations. The Chairperson has responsibility for providing a report to the Head of approved expenditures for each year.

Membership of the Committee consists of the Chairperson and two other faculty members.

Non-Tenure Track Faculty (NTTF) Appointments Committee reviews nominations from tenured and tenure-track faculty and makes recommendations to the faculty for non-tenure track faculty appointments. NTTF include: Adjunct Faculty, Lecturers/Post-doctoral Teaching Associates, Research Faculty, Visiting Faculty, 0% UT-ORNL Joint Faculty, and others as defined in the Faculty Handbook. The tenured and tenure-track faculty will vote on these appointments, at the appropriate rank, in accordance with departmental and college bylaws. The committee also reviews applications from NTTF to direct graduate students and/or serve on graduate student committees, and makes recommendations to be voted on by the tenured and tenure-track faculty. The committee is responsible for keeping up-to-date records of NTTF appointments and NTTF approved to direct graduate students and/or serve on graduate student committees.

Membership of the committee normally consists of a Chairperson and two other tenured or tenure-track faculty members.

3. Alumni Advisory Board

The Department uses a variety of processes to communicate with its former students. The most formal of these processes is the Alumni Advisory Board. The Board provides counsel to the Department in matters about the academic program, student opportunities, alumni communication, and development activities. The Board has a membership of up to ten alumni, plus the Department Head and the Associate Department Head. Other faculty members are welcome to participate in Board meetings and on occasion will be asked to do so by the Board. The Board has a Chairperson, who is preferably selected by the alumni board members, but can be appointed by the Department Head when needed. Members of the Advisory Board are normally invited to serve terms of three years by the Department Head in consultation with alumni and faculty. The Advisory Board normally meets at least once a year, but may meet more or less often as needed.

4. Faculty Appointments

Only tenured and tenure-track faculty members vote on hiring, retention, and promotion decisions concerning tenured and tenure-track faculty. NTTF (as defined in the Faculty Handbook) may participate in discussions on hiring tenure-track faculty, but not in discussions of retention and promotion decisions. Appointments and promotions of NTTF, other than Lecturers/Post-doctoral Teaching Associates and Visiting Professors, are voted on by the tenured and tenure-track faculty, after review and recommendation by the NTTF Appointments Committee. Full-time Lecturer/Post-doctoral Teaching Associates appointments are voted on by the tenured and tenure-track faculty, after review and recommendation by the Non-Tenure Track Faculty Appointments Committee; part-time Lecturer/Post-doctoral Teaching Associates appointments are made by the Head in consultation with relevant course instructors. Promotion procedures for Lecturer/Post-doctoral Teaching Associates are described in Section 9 of the Department Bylaws. Visiting Faculty appointments and promotions are reviewed by the NTTF Appointments Committee, but do not require a vote of the full faculty. The criteria for appointment to a particular rank for NTTF are described in the Faculty Handbook. Appointments and promotions/reclassifications of certain exempt professional staff, such as Postdoctoral Research Associates and Managers, are made by the Head in consultation with relevant supervisors.”

Appointments of NTTF and certain exempt professional staff (see below) are of variable duration up to 5 years, with the exact term specified in the appointment letter. Adjunct Faculty appointments are for a term of 3 years. All appointments can be renewed for a new term through the appointment processes described above. Renewal decisions include consideration of both performance and available funding as described in the Faculty Handbook

5. Procedures and Criteria for Faculty Retention, Tenure, and Promotion

5.1 Procedures

Promotion from Assistant Professor to Associate Professor and from Associate Professor to Professor follow the procedures outlined in the UTK Faculty Handbook and the UTK Manual for Faculty Evaluation, both of which can be found at the web page of the Office of the Provost. Each faculty member needs be aware of these documents and attend appropriate workshops about the promotion process offered by the College and Provost. During all promotion decisions within the Department, one faculty member is appointed to summarize, in writing, the faculty discussions and votes. The Department Head prepares an independent assessment. The Department Head, with considerable assistance from the candidate, is responsible for assembling the tenure or promotion file and submitting it to the College. Assistant and Associate Professors are appointed faculty mentors (discussed in section 6.4), who should advocate for their mentee and provide clear guidance on the mentee's progress in research, teaching, service duties, and growth as a departmental citizen.

The timeline and milestones for tenure and promotion to Associate Professor are specified by University and College regulations. Each tenure-track faculty member with a probationary period of four or more years shall undergo an enhanced retention review in the academic year following the midpoint in his or her probationary period (typically, the faculty member's fourth year of employment). A candidate for promotion is invited to propose external reviewers for dossier assessment, but no more than half of the final list of reviewers can be selected from the candidate's list, with the remainder selected by faculty of appropriate rank. Only tenured faculty members participate in discussions and voting for retention of probationary faculty and for tenure and promotion to Associate Professor.

Consideration for promotion to Full Professor from Associate Professor normally occurs once candidate has served at least five years at rank. In an individual's third or fourth year at the rank of Associate Professor, they will undergo an evaluation by the Department Head and Full Professors to determine their progress toward promotion. The candidate will submit to the Department Head a full curriculum vitae and preliminary dossier that follows the form of a promotion dossier, but which may have some elements missing. The Department Head will coordinate and establish exact requirements with the individual. After this dossier is reviewed by the Full Professors, the individual will receive a written evaluation of progress towards promotion and will discuss with the Department Head about how to meet expectations for being considered for promotion. In the candidate's fourth Annual Evaluation at rank, and then fifth if necessary, the candidate will establish with affirmation by the Department Head when to proceed with submitting a dossier for promotion based on meeting achievements set during the third-year dossier evaluation. A candidate for promotion is invited to propose external reviewers for dossier assessment, but no more than half of the final list of reviewers can be selected from the candidate's list, with the remainder selected by

faculty of appropriate rank. The timeline and milestones for submission and evaluation of the dossier are specified by University and College regulations. Only full Professors participate in discussions and voting for promotion to Professor. If an Associate Professor does not move forward for promotion in this time frame for any reason, then they should meet with the Full Professors every subsequent three-to-four years to reassess progress and establish new expectations for possible promotion.

Early consideration for promotion to either Associate or Full Professor requires approval by the Department Head, the Dean and the chief academic officer of the university, prior to submission of the candidate's dossier. The candidate makes the request for early promotion in the Spring term preceding the academic year in which they wish to be considered for promotion. Procedures for early consideration of promotion are outlined on the Provost's website.

5.2 Criteria

Criteria for promotion and for tenure involve meeting at least the requirements for "meets expectations" as described in section 6. The faculty will also take into account external reviews in making their recommendations. Promotion to Associate Professor and Professor have different obligations: candidates for Full Professor are expected to have attained more prominent, even international, reputations as researchers, greater effectiveness as teachers and mentors, and more active roles in University and professional service and outreach than candidates for Associate Professor. Criteria for retention of probationary faculty are essentially the same as for promotion to Associate Professor, with allowances made for the time required to set up the necessary research facilities, to obtain external funding and attract graduate students, and to establish their research program. Allowances can also be made for the improvement of teaching skills and philosophy and course designs as their experience grows.

6. Expectations for Faculty Performance

Annual evaluations of faculty performance will be conducted by the Head. Each faculty member prepares and submits a statement of workload, using procedures specified by the College. Faculty members are evaluated as performing at rank (meets expectations), exceeds expectations, needs improvement, or unsatisfactory, as specified in the Faculty Handbook. Faculty performance in teaching, research, and service and outreach are evaluated with the following expectations:

6.1 Teaching

Research-active faculty members normally teach two-to-three courses per year, unless otherwise negotiated with the Head. Faculty members are generally expected to participate in courses at the introductory, undergraduate major, and graduate levels. Course content is expected to be current and appropriate for the course level. Grading and evaluation techniques must be appropriate for the students' knowledge and skill

levels. Teaching methods are expected to be effective, and faculty members are expected to treat students with respect and to serve as models of professionalism. Classroom teaching is assessed by the Head through student evaluations of each course as well as peer evaluations (see below).

Faculty members are evaluated in their mentorship of both undergraduate and graduate students through an active research program. Student mentorship forms a critical component of the Department's teaching enterprise. Assistant Professors are expected to have graduated at least one Master's Degree student and have an active research program with M.S. and Ph.D. students by the time of being considered for promotion. Associate Professors are expected to have graduated multiple Master's Degree and an at least one Ph.D. student before being considered for promotion. All faculty are expected to deliver supervision that ensures quality research (as evidenced by student research papers and conference presentations), appropriate inputs to student committees, and completion of degrees in a timely fashion following guidelines set forth in the Graduate Handbook.

Exceptional performance as determined by the Department Head may be indicated by recognition of exceptional teaching quality by peer reviews, awards, or other means, by development of new courses, by development of innovative pedagogy, or by effective participation in programs for improvement of pedagogy beyond the normal expectations associated with an evolving teaching program. Exceptional success in student research mentoring can also be recognized as contributing to exceptional teaching performance. Unsatisfactory performance may be indicated by content that is out of date, by disrespect of students, or by ineffective teaching methods as determined through peer and student teaching evaluations. Inadequate student research mentoring can also contribute towards unsatisfactory teaching performance. Teaching performance is evaluated periodically by peer committees, as described in Appendix I. At the Assistant Professor level, peer evaluations will occur at least twice before being considered for promotion; at the Associate Professor level, at least one peer evaluation will occur before being considered for promotion.

6.2 Research

Faculty members are expected to participate in research activities, resulting in at least two publications per year in professional journals or other reviewed outlets, averaged over a multi-year period. The Department encourages the publication of very high impact publications, and documentation of such impact may result in an adjustment of the two publications per year expectation. First- and student-authored authored publications are also highly valued. Data acquisition and times to publication in Earth and Planetary Sciences sub-disciplines may vary considerably, which is recognized. Each faculty member should either have ongoing external grant funding to support his or her research, and/or be actively seeking funding by submitting at least one proposal per year to a competitive funding program. At least one successful externally funded multi-year proposal or contract is expected when being considered for each promotion

step. When possible through the granting agency, proposals should seek funding to support Graduate Research Assistants and/or post-doctoral fellowships and technical support personnel. Principal Investigators of grants are expected to manage their funding in a professional manner.

The faculty member's research program should have long-term goals and garner recognition in the scientific community such that Assistant Professors should show an emerging national reputation and Associate Professors should be recognized nationally or internationally by the time of promotion. Importance of an individual's research profile is recognized by, but not limited to: total numbers of citations, h-index, other publication impact factors, invited presentations at national and international conferences, keynote addresses, and high-visibility University presentations like the "Pregame Showcase" series.

Exceptional performance may be indicated by recognition from scientific organizations in the form of awards or fellowships, by managing a large, productive group of graduate students and/or postdocs continuously funded by competitive grants, and by placement of graduates in competitive research or academic positions. Unsatisfactory performance results from failure to maintain an active research program, to publish results of the research, or to seek outside funding for research.

6.3 Service and Outreach

Faculty members are expected to participate fully in the governance and life of the department, including performing assigned committee functions and peer teaching reviews, and making informed decisions about faculty appointments, and promotion and tenure. Attendance is expected at faculty meetings, department seminars, and department social events whenever possible. Being considered a "good faculty citizen" requires willingly and cheerfully participating in a wide variety of aspects of the Departmental enterprise.

Faculty members are expected to engage in outreach and service activities where such opportunities exist. The appropriate level of outreach efforts depends on faculty experience, opportunities, and expertise. Outreach activities may include K-12 programs to enrich and improve science education, presentations to community groups, or providing information to media to improve awareness of science in general. Faculty members are expected to serve the scientific community through reviews of manuscripts for scientific journals and proposals to funding agencies, and to serve on councils, advisory committees, editorial boards, and funding panels. Service to the College and University is encouraged, as opportunities arise. Assistant Professors typically receive a lower Departmental and College service load, managing smaller committees and participating as members of critical committees, such as Graduate Admissions and the Graduate Program Committee. Associate Professors are expected to assume leadership roles in Departmental governance by chairing and successfully

executing the duties of critical committees, as well as having expanded roles within College- and University-level committees.

Exceptional service and outreach involves assuming department responsibilities well beyond the norm, or outreach that significantly raises the profile of the individual and the Department among the public, the scientific community, and/or the University at large. Unsatisfactory service and outreach is defined by failure to participate in assigned department service activities, or outreach that does not reflect well on the individual or Department.

6.4 Faculty Mentoring

Peer mentoring plays an important role in the development of junior colleagues, including post-doctoral fellows and Assistant/Associate Professors. Mentors usually are at a higher rank to the mentee, but in some cases Associate Professors may be at a more advanced level in the same rank. The mentoring process represents a formal, mutually beneficial, professional relationship with performance expectations for mentors and mentees. Consequently, such assignments need to be agreeable to both parties in order to better assure successful outcomes. The relationship, particularly from the mentor side, and its efficacy are evaluated annually by the Department Head as part of the faculty performance review process. Mentors and mentees are expected to formally meet at least twice per year to discuss a mentee's progress and development.

Mentors do not provide the only feedback to mentees aimed at indicating whether a junior colleague is "on track for promotion," because there are many factors linked to the promotion process beyond what a single individual can address. Rather the principal role of the mentor is to provide the transmission of information gained through experience and support relevant to the professional development and growth of the mentee. Mentors act as teachers, counselors, interveners, and advocates so that mentees can develop skill sets necessary for successfully navigating matters within and beyond the University.

7. Faculty Evaluation of Department Head's Performance

The performance of the Department Head is evaluated annually by the faculty as a whole. The Head should provide the same workload documentation as do faculty members, as well as a brief statement of administrative goals, accomplishments, and challenges. After discussion, the faculty prepares a brief written summary of the Head's performance, which is then submitted to the Dean.

8. Non-Tenure Track Faculty and Certain Exempt Professional Staff

Non-tenure track faculty include Adjunct Faculty, Lecturers/Post-doctoral Teaching Associates, Research Faculty, Visiting Faculty, 0% UT-ORNL Joint Faculty,

and others as defined in the Faculty Handbook. Exempt professional staff include Postdoctoral Research Associates and Managers. NTTF and exempt professional staff, except for Adjunct Faculty and Visiting Faculty, are required to have an annual evaluation meeting with the Head.

With the approval of the Department Head, NTTF are eligible to participate in and submit grant proposals. With the approval of the Department Head and their supervisor, exempt professional staff (e.g., Postdoctoral Research Associates and Managers) are also eligible to participate in and submit grant proposals.

All NTTF, except Visiting Faculty, may apply to serve on graduate student committees. All NTTF, except Adjunct Faculty and Visiting Faculty, may apply to direct graduate students. Applications from NTTF to serve on graduate student committees and direct graduate students will be voted on by the tenured and tenure-track faculty, after review and recommendation by the NTTF Appointments Committee. Final approval requires the endorsement of the Head as well as the Credentials Committee of the Graduate Council, as outlined in their bylaws. A NTTF member who is approved to direct a graduate student is not eligible to request a departmental Graduate Teaching Assistant (GTA) fee waiver and stipend to support that student, unless there is a tenured or tenure-track co-chair to make such a request, or there are unfilled GTA positions available.

Exempt professional staff, such as Postdoctoral Research Associates and Managers, are not eligible to direct graduate students or serve on student committees. However, they can be nominated by a tenured or tenure-track faculty member for a NTTF appointment other than Adjunct, such as Research Faculty, that would make them eligible to direct graduate students and/or serve on graduate committees. The nomination will be reviewed by the NTTF Appointments Committee and voted on by the faculty

9. Lecturer Appointment and Promotion Procedures

Unless otherwise noted, the appointment and promotion of non-tenure track lecturers in the Department of Earth and Planetary Sciences will follow the general guidelines outlined in the online document:

<http://web.utk.edu/~dfmp/pdf/Lecturer%20Promotion%20Process.pdf>.

The department head will initiate the promotion process in consultation with the candidate and other departmental faculty members, where appropriate. A departmental vote based on review of the candidate's dossier will be undertaken, and reported to the College. All tenured faculty members, and any non-tenure track lecturers at or above the rank to which the candidate seeks to be promoted to, are eligible to vote. The specific criteria for lecturer appointments and promotions (modified from the Guidelines indicated above) are as follows:

1. Lecturer
 - a. The primary criterion to be considered for appointment at this rank is excellent instruction as evidenced by student evaluations, supervisor reviews, peer reviews, and annual departmental evaluations;
 - b. Other examples of evidence used to determine excellent instruction may include:
 - i. Participation in department committees related to programs of instruction,
 - ii. Participation in workshops related to programs of instruction,
 - iii. Well-developed instructional materials,
 - iv. Ability to effectively teach a variety of courses,
 - v. Current information and materials provided in the classroom and laboratory,
 - vi. Adherence to the policies and procedures outlined the University of Tennessee Teaching Guide.
2. Senior Lecturer
 - a. The main criterion for promotion to Senior Lecturer rank is demonstration of distinction in teaching of undergraduate courses as evidenced by student evaluations, supervisor evaluations, peer evaluations, and annual departmental evaluations;
 - b. Examples of evidence used to determine distinction may include:
 - i. Professional development,
 - ii. Exemplary development of new courses, instructional materials, and syllabi, and new/revised curricular development,
 - iii. Advising and/ or mentoring,
 - iv. Awards or other recognition for teaching,
 - v. Administration or service,
 - vi. Scholarly or creative work in the scholarship of teaching,
 - vii. Incorporating collaborative and experiential learning experiences, the ability to facilitate student learning, course content and scope, rigor, test construction and depth of depth of knowledge expected on examinations, and scope and quality of learning and evaluation activities.
 - c. Typically, at least five years of previous service at lecturer rank.
3. Distinguished Lecturer
 - a. For promotion to Distinguished Lecturer rank, Senior Lecturers should have demonstrated:
 - i. ongoing distinction in teaching since their promotion to Senior Lecturer, and
 - ii. outstanding achievement in two or more of the following areas: teaching of undergraduate courses as evidenced by student evaluations, supervisor evaluations, peer evaluations, and annual departmental evaluations.
 - b. Typically, at least three years of previous service at Senior Lecturer rank.

10. Faculty Meetings

Faculty meetings are normally held once per month during the academic year, although the Department Head may schedule meetings more or less frequently as needs arise. All faculty, including lecturers, are expected to attend, except when excused for professional obligations. Undergraduate and graduate student representatives are also invited, but will be asked to leave when personnel matters are discussed. The agenda will normally be published in advance.

APPENDIX I: Procedures for Department Teaching Reviews

The approach to review of teaching should be multi-faceted, including inputs from the faculty member being reviewed, peers, and students. Teaching assessment and evaluation should minimize burdens for faculty, administrators, and students. This process applies to all faculty members, where the distinction between probationary and tenured faculty will be in the frequency of assessments.

Self Assessment

Self assessment allows the faculty member to reflect on teaching, both for his or her benefit and to facilitate constructive dialogue about teaching with others. Self assessments of teaching must be done prior to consideration for tenure and any promotion.

A minimum output from this process would be a document about the person's teaching philosophy and may include, but not be limited to, self-assessment results from previous reviews, teaching goals, methods for achieving these goals, and plans for achieving teaching excellence. The document may be supported by a teaching portfolio that illustrates implementations or successes of the philosophy, documents activities such as short courses that improved teaching skills, considers strengths and areas for improvement, and possibly other aspects of teaching.

Peer Assessment

Peer assessment provides the faculty member with useful feedback from their peers which identifies strengths and areas for improvement in teaching. A peer teaching review should be conducted for a tenured faculty member approximately every five years. A probationary faculty member should receive a peer review every two years. Where special circumstances arise, a faculty member has the right to request reconvening of a peer review team or formation of a new peer review team in the interval between scheduled peer reviews.

The peer review team consists of three faculty members. At least two of these members, including the chair, are tenured. One member is selected by the faculty member under review, one by the Department Head, and the third is agreed upon between the two.

The peer review team should offer feedback that: (1) considers whether the courses of the faculty member have appropriate content and offer students sufficient opportunity to acquire appropriate skills; (2) considers whether the grading system and evaluation/assessment tools are consistent with course content and student skill development; and (3) examines the teaching methods of the faculty member for effectiveness. Feedback is facilitated by peer review team meetings with the faculty member to discuss teaching before, after and otherwise as needed or requested during the review process. Feedback will be based on (1) examination of materials (e.g. handouts, tests, web pages, etc.); and (2) observation in the classroom or instructional setting for at least one course being taught during the semester of the peer assessment. Each team member should visit at least three class meetings. At the end of the semester, the peer review team produces a written report that is discussed with the faculty member being reviewed, and presents strengths and areas for improvement for the teaching of the faculty member.

Student Reviews

Student questionnaires are to be administered each semester for each class with more than the minimum number of students as defined by the University. However, results from small classes should be used cautiously because of the variability in results introduced by small samples.

Summary Evaluation by Department Head

At the completion of a peer review, the Head prepares a written summary of teaching, taking into account the peer review, student reviews, and the self-assessment. This summary review becomes part of the permanent record.

Procedures for Dealing with Needs Improvement and Unsatisfactory

If a faculty member receives a teaching summary evaluation rating of “Needs Improvement” or “Unsatisfactory”, he or she must present a corrective plan to the Department Head. The plan should be constructed to implement changes in content, evaluation techniques, and teaching methods as needed. At the next appropriate semester, the Department Head appoints a new peer review committee in consultation with the faculty member. The new team receives copies of the previous summary review and the plan of the faculty member to improve their teaching. The purpose of the new peer review team is to determine whether changes have been implemented and whether the changes raise the teaching of the faculty member to “Performing at Rank”.