

President's Task Force on Faculty Roles, Rewards, and Evaluation
Final Report
October 19, 2004

Task Force Members

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Summary of Activities

During its two year existence, the Task Force met as a whole or in subcommittee approximately once a week. Our first semester was consumed with publications relating to faculty roles and rewards, including reviewing the groundbreaking works of Ernest Boyer and Robert Diamond, and familiarizing ourselves with the jargon and definitions found in the national conversations in this area. Early on, the Task Force decided to develop a document that encompasses Geneseo's mission, describes the fundamental nature of Geneseo faculty and would serve as the foundation on which Geneseo's roles, rewards and evaluation system are built. The culmination of this effort is "The Geneseo Teacher-Scholar: A Conceptual Framework for Faculty Roles, Rewards, and Evaluation."

Task Force members attended national meetings, including an AAHE meeting on Faculty Roles and Rewards, a meeting on faculty work and student learning, and Making Learning Visible: Peer Review and the Scholarship of Teaching. Information was gathered on issues related to our charge from Geneseo's fellow COPLAC members. In addition, the Task Force met with experts in faculty roles, diversity and workload flexibility: Leo Lambert (President of Elon University and Geneseo Alumnus), Jeffrey Milem (Associate Professor of Education, University of Maryland College Park), and Barney Beins (Professor and Chair of Psychology, Ithaca College).

In addition to familiarizing ourselves with best practices on faculty roles and rewards at the national level, we made careful studies of current practices at Geneseo. Department chairs participated in surveys relating to service, contributions to the

discipline and evaluation of teaching. We examined department plans of governance and guidelines for personnel decisions. Visits to departments and open forums were used to assess the perceptions, needs, and concerns of faculty and students. The Task Force met with representatives from the President's Commission on Diversity and Community to discuss the role of diversity in roles, rewards and evaluation and Dean Susan Bailey and Associate Dean Meg Stolee for perspectives on advising and mentoring students. The Task Force established a web site (<http://rre.geneseo.edu>) and an electronic forum to keep the campus community informed about its activities and to provide a means of soliciting input.

Recommendations

Based on our findings, the Task Force makes the following recommendations.

1. Adoption of the Conceptual Framework proposed by the Task Force as the foundation on which the College's Roles, Rewards, and Evaluation system is built.
2. Adoption of the PER form recommended by the Task Force (see appendix)
3. Development of department-based, clearly communicated expectations of the levels of teaching, contributions to the discipline, and service for recommendation of contract renewal, continuing appointment, and promotion.
 - Each department or school should develop clearly defined expectations of faculty for contract renewal, continuing appointment and promotion. These written expectations should be available for reference by candidates; members of the department/school personnel committee; the department/school chair, head or dean; the Faculty Personnel Committee; the Provost; and the President. Use of examples is recommended and the expectations should refer to the College guidelines for contract renewal, continuing appointment and promotion.
4. Adoption of a commercial form for student evaluation of teaching. The IDEA form, which has formative and evaluative sections, is recommended.
 - Student evaluation forms should be administered by a faculty member other than the class instructor.
 - The formative part of the student evaluation form should be available to the instructor only and not be used in evaluation.
5. Required peer review of teaching by a minimum of two members of the department/school personnel committee for all candidates undergoing personnel decisions.
 - Peer review of teaching should include pre- and post-observation conferences with the candidate.
 - Written documentation of each peer observation should be included with the candidate's credentials considered for personnel decisions.

6. Reduced student/faculty ratio consistent with an honors college
7. Creation of a reward for academic units that exhibit particularly noteworthy accomplishments.
8. Establishment of a service award modeled on the mentoring, advising, and research and creative activities awards.
9. Faculty and Chair development measures aimed at educating all members of the academic affairs division about guidelines, criteria, process of term renewal, continuing appointment and promotion.

Appendices

1. Conceptual Framework
2. Contributions to the Discipline
3. Peer Evaluation of Teaching
4. Student Evaluation of Teaching
5. Service
6. Faculty Evaluation Form

THE GENESEO TEACHER SCHOLAR A Conceptual Framework for Faculty Roles, Rewards, and Evaluation

Geneseo's faculty is a diverse community of teacher-scholars with individual strengths and expertises who work together to advance the College's Mission. Through their dedication to teaching, scholarly and creative work, and service to the campus and the greater world beyond it, faculty promote essential Geneseo values such as excellence, innovation, diversity, and community. The system by which faculty members are evaluated is most effective when their roles are in consonance with the Mission, when evaluation is aligned with these roles, and when the reward structure is consistent with that system. Nurtured within the larger context of teaching, scholarship, and service, faculty development is an integral part of Geneseo's roles and rewards structure.

The College has made a diverse faculty and student body a high-priority goal. Beyond the structural diversity inherent in a wide variety of populations, the faculty at Geneseo value intellectual and pedagogic diversity. A wide variety of teaching styles and intellectual approaches, both traditional and innovative, is employed on our campus. Indeed, a major commitment of the faculty is to model diverse approaches to research problems, to foster the transmission and assimilation of knowledge, and to demonstrate the art of civil disagreement for students at Geneseo.

The system in place for evaluating Geneseo's faculty must acknowledge the importance of diversity and must be clearly aligned with their accepted roles, the first and foremost of which is teaching. However, because participation in scholarly and creative endeavors is important to the intellectual life and the liberal arts culture of our college and because it clearly improves the ability of faculty to keep the curriculum current and to engage students, contributions to the discipline must also be evaluated. Because we view Geneseo as a community of teacher-scholars, faculty members should be evaluated as well on their participation in governance, planning, and assessment of the College at the department, institution, and University levels. Each of these facets--teaching, contributions to the discipline, and service to the College--will be addressed in turn.

Teaching is the most valued activity of our faculty, who engage students in the classroom, laboratory, library, and studio using innovative, intellectually rigorous curricula and pedagogies. Library faculty also provide support that is essential for student learning. Quality teaching requires extensive scholarly preparation, effective use of technology and other resources, and a willingness to follow where inquiry points the way. Geneseo faculty recognize a variety of learning styles and value different teaching methods within and across disciplines. Excellence in teaching is based on a commitment to scholarship and requires the skills of a discipline-based scholar at a very high level in course preparation, classroom presentation, the creation of a rich learning environment, and the evaluation of student work. In addition to their traditional professorial or instructional role, Geneseo faculty are also committed to academic

advising, mentoring students in professional development, and providing opportunities for participation in research and other creative and scholarly endeavors.

In order to be meaningful and effective, the evaluation of teaching requires the participation of faculty, students, and administrators. At Geneseo means of assessment include student opinion of faculty instruction, self-reflection by the faculty members being evaluated, and peer evaluation. In addition to direct observation of instructional activity, peer review of teaching includes analysis of instructional materials, consideration of pedagogical methods, and examination of teaching efforts that take place outside the classroom.

At a premier public liberal arts college, teaching and contributions to one's discipline are integral and interrelated aspects of the role of a faculty member. Indeed, the definition of a teacher-scholar at Geneseo requires that the two areas or functions be inseparable: a teacher-scholar will bring his or her scholarly knowledge, experiences, and abilities to every course. A faculty that is constantly growing intellectually is the finest model for student learning and the sine qua non of a vital liberal arts curriculum and of academic excellence.

An active involvement in scholarly and creative pursuits is an important and valued responsibility of Geneseo faculty. These pursuits--including publication, performance, presentation, and exhibition that expand knowledge, improve skills and understanding that can be shared with others--ensure that faculty remain current in their disciplines and further develop their expertise. Such activities, which require review and usually expand beyond the College, can take a variety of forms such as basic research or the creation of new knowledge, informed criticism of research within and outside one's discipline, the synthesis and exposition of existing knowledge for use by audiences within and beyond the academy, application of disciplinary skills to help solve problems, and the improvement of the teacher-learning interface with pedagogical innovation or the creation of curricular materials (e.g. textbooks and/or other instructional media).

Evaluation of scholarly and creative activity at Geneseo is based on discipline-specific expectations consistent with College and University requirements. Guidelines for such evaluation are developed at the department level and approved by the Provost. Examples of recognized contributions to the discipline are refereed publications (articles, monographs, and books), presentations at regional, national, or international conferences, workshop participation, artistic production, scholarly communication(s) with agencies outside the College (e.g., NEH, NIH, NSF), preparation of reports concerning applications of discipline-specific work, and the authoring of textbooks and related instructional material.

Professional service is valued at Geneseo, where faculty, in connection with as well in addition to their teaching and scholarship, are also involved in the governance of their departments, the College, and the University. They play essential roles in helping the institution and individual units progress toward their goals. Our Mission requires faculty leadership in designing the curriculum, assessing student progress, promoting diversity, enriching the collegiate experience with co-curricular activities, and cultivating

relationships with the wider community. Individual faculty members provide service to their disciplines and the greater society. Faculty who hold leadership positions in professional organizations and make discipline-related contributions to agencies outside the University strengthen the College-Community relationship and increase the recognition of the individual professor as well as the College as a whole.

The role of the Teacher-Scholar in a liberal arts institution intimately links discipline-based service and service to the college and its students. Examples of such service that contributes to the successful functioning of the College include serving on committees, assessment activities, advising student groups, presenting departmental or college-wide seminars or colloquia, maintaining departmental instruments and archives, staging performances and exhibitions for the college community, seeking to improve both the sense of community and a diverse climate, and assisting in fund-raising, public relations, and recruitment activities. Discipline-related service can take the form of participating in scholarly and professional organizations, consulting with government and other agencies, offering lectures and workshops to community groups, and representing the unit, College, or University in a professional capacity.

Faculty development is an integral part of Geneseo's roles and rewards structure. Opportunities to explore new teaching techniques and pedagogies, to grow intellectually and develop professionally, and to be actively involved in scholarly and creative endeavors are necessary for an engaged and informed faculty. Because such development is a pedagogic ideal as well as an ongoing and incremental process, it is the responsibility of the College and faculty to aid, guide, and nurture new faculty in becoming the excellent teacher-scholars that Geneseo requires in order to remain at the forefront of leading public liberal arts colleges.

President's Task Force on Faculty Rewards, Roles, and Evaluation
Report of the Subcommittee on Contributions to the Discipline
January 2004

Subcommittee Members:

Mary Ellen Zuckerman, Convenor
Patrice Case
Joe Bulsys

During fall semester of 2003, the Subcommittee on Contributions to the Discipline continued review of constitutions and bylaws of academic departments at S.U.N.Y. Geneseo to discover the types of scholarly and creative activities that departments identify as Contributions to the Discipline in their personnel decisions. While a number of activities were uncovered (see listing in Table 1 below), the subcommittee determined that more comprehensive and accurate information could be compiled by surveying departments. A draft survey was created for that purpose and will be administered, in its final form, to academic departments early spring semester of 2004 (attached). It is clear that department expectations in regard to scholarly and creative contributions differ among disciplines, thus the survey is intended to be an instrument of information gathering rather than evaluation.

On December 4, 2003, the subcommittee also sponsored a Fall Open Forum on the topic of Contributions to the Discipline where various questions and issues were raised. Faculty who did not attend the Open Forum had an opportunity to share their views on the Task Force's website.

Subcommittee discussions, comments at the Open Forum and on the Task Force's website coalesce into several themes and possible recommendations concerning Contributions to the Discipline. Some themes and recommendations, not surprisingly, overlap into other areas being considered by the President's Task Force on Faculty Rewards, Roles, and Evaluation.

Themes:

- The value of a college-wide rubric to assess Contributions to the Discipline.
 1. Development of a rubric that identifies broad guidelines rather than proscriptive standards.
 2. The importance of valuing the judgments of academic departments when making decisions about scholarly or creative contributions.
 3. The possibility of using a model or models from other institutions that have undergone the type of institutional exploration initiated by the President's Task Force.
 4. The possibility of revising Form H in a way that reflects the integration of research, teaching and service, recognizing that these three components

constitute scholarly contributions in multi-faceted forms. Thus, developing a more inclusive and progressive understanding of Contributions to the Discipline matched to institutional mission and goals. For example, valuing the work of faculty in undergraduate mentoring and student research.

- The possibility of “flexible contracts,” whereby a faculty member, in agreement with their academic department and the Provost’s office, describe the goals, amount of time, and evaluative weight to be assigned to the categories of research, teaching and service for a given period of time (a year to three years). These “flexible contracts” could change periodically over the course of the faculty member’s career.
- 1. An immediate need to equitably balance teaching and research for faculty, regardless of department affiliation, at an institution like SUNY Geneseo whose primary mission is teaching.
 1. The model for faculty at Geneseo should be that of teacher-scholar where there is a strong belief that research ensures currency in the field, intellectual liveliness, and therefore effectiveness in the classroom.
 2. A major concern among faculty is accomplishing teaching, research, and service obligations under the current system. It is widely believed the issue of “time pressure ”must be addressed and responsibilities aligned with the espoused definition of the College as a teaching institution.
- Scholarly activity should be subject to peer review.
 1. There is a leaning among some faculty to define scholarship and creative activity as endeavors that are subject to some form of public review.
 2. There is the belief among some faculty that outside review of a faculty member’s scholarly record is necessary for the purpose of evaluation.

Preliminary Recommendations:

- Departments should be clear about their expectations in the area of contributions to the discipline and should communicate these expectations during position searches, when faculty are hired, and when faculty members are subject to contractual, tenure, or promotion review. Clarity in this arena can be obtained by activities ranging from departmental discussions of expectations to clear and specific written guidelines.
- College-wide conversations, perhaps at the departmental level, about research expectations across disciplines would be useful.
 1. There is a need for a more clearly defined, institutionally recognized “bar” in this area. An institutional benchmark ideally should be concrete, yet allow for some degree of variation among academic disciplines. Such a benchmark would require a common and agreed upon understanding of what constitutes scholarship within a “teacher-scholar” model. An institutional benchmark should avoid the dual problems of vagueness (“the fuzzy bar”) and quantification; that is reducing judgment to counting publications or simply quantifying quality.

2. If the College wishes to raise expectations in this arena, there must be funding to support additional research activity.
- Development of a new Form H, or its equivalent.
 1. Perhaps specifically noting on Form H the various types of scholarly activity that individuals may be engaged in would be useful for the purpose of evaluation.
 2. The development of an entirely new form incorporating many of the suggestions expressed thus far to the subcommittee or the Task Force at large.

Table I

*Activities Counted as Contributions to the Disciplines
As Reported in Departmental Constitutions¹*

Refereed journal articles
Books
Refereed Conference Proceedings
Conference Presentations
Text Books
Performances./Shows (Juried)
Performances/Shows (Non-Juried)
Grants
Book reviews
Chairing/Discussant of a Conference Panel
Pedagogical Scholarship
Applied Scholarship

¹ Not all activities were listed or counted by all departments. This list includes all activities mentioned by any department.

Draft Survey to be Administered to Departments in Spring 2004

The Faculty Roles & Rewards Committee is seeking information about what departments consider in the area of intellectual contributions when evaluating faculty for renewals, promotions, and tenure. We would appreciate it if you could read through the following list and check off the items that you consider and count as intellectual contributions.

Thanks for your help!

Mary Ellen Zuckerman, Joe Bulsys, Patrice Case
FR&R Subcommittee on Intellectual Contributions

RANKING	Lecturer	Assistant Professor	Associate Professor	Full Professor
Published Books				
Published Book Reviews				
Refereed Journal Articles				
Refereed Conference Proceedings				
Published Chapters, Edited Books, Textbooks				
Published Monographs				
Exhibitions, Commissions, Workshops Given				
Progress Towards Publishing Major Work (Completed drafts of book chapters)				
Presentations at Conferences				
Participation in Professional Organizations				
Research Agenda Evidence of ongoing research				
Growing Expertise in Field				
Grant Proposals/Success of Evidence of seeking grants				
Internet Publications				
Pedagogical Publishing				
Scholarship of Teaching				
Development of Curriculum				
New Course Development				
Demonstrated Teaching Effectiveness by Evaluations				
Directed Studies/Honors Thesis				
Individual mentoring with students				
Scholarship of Service Service on department, College, and College Senate Committees Service to University faculty Senate Service to UUP Service to the discipline or directly related professions				
Other - Please List Unique contributions to the department Demonstrated leadership from department to national level				

Peer Evaluation of Teaching Subcommittee Report December, 2003

Current Situation

Beginning in the spring semester 2003, the subcommittee on the peer evaluation of teaching began gathering data from across campus. Each department chair was asked to complete an online survey dealing with the peer review of teaching, focusing on the use of classroom observations, as it relates to tenure and promotion processes. The items included in the survey and a summary of the responses follows.

Of the 21 academic department chairs on campus, 16 responded. All but one indicated that classroom observations are used in the peer evaluation of teaching, however as indicated by the summary data above, the processes followed by the departments vary considerably, even across this small sample.

Which of the following are included in your department's peer review of teaching?

- Classroom observation (16)
- Review of SOFI results (16)
- Videotape, audiotape or similar (1)
- Review of course materials (16)
- Review of grade distributions (8)
- Interviews with students (2)
- Self appraisals (9)
- Other: (3) included letters submitted by students, formal and informal discussions about teaching

Under what circumstances do peer observations of teaching occur?

- Term renewal (2)
- Continuing appointment (1)
- Promotion (3)
- Personal professional development (0)
- Other: (11) included more than one of the above

Is the process for peer review of teaching delineated in your department governance document (e.g. Plan of Governance, Constitution, etc.)?

- Yes (9)
- No (7)

Who is responsible for conducting peer evaluations of teaching?

- Department Chair/Director (15)
- Department personnel committee members (15)
- Colleagues at evaluatees request (5)
- Departmentally designated colleagues (0)
- Off campus colleagues (0)

How are faculty made aware of the need for peer evaluation of their teaching?

Department Chair/Director (4)
Department Personnel Committee (5)
Discussion with colleagues (1)
Other: (7) included announcements and more than one of the above

Does your department conduct classroom visitations for the purpose of evaluating teaching?

Yes (15)
No (1)

How many faculty conduct observations for any one faculty member?

Responses varied from 1 to 6, with much variability in between (e.g. “all department members,” “2 if requested,” “chair and all members of personnel committee,” “chair and at least one member of personnel committee”)

How many observations are conducted?

Responses varied from 1 to 6, with much variability in between (e.g. “1 or 2 per observer,” “not very many”)

Do faculty need to provide any documentation to observers prior to the observation?

Course syllabus (7)
Lesson plan (2)
Course assignments (2)
Lab manual/course packet (1)
Other: (7) sample exams, times available for observations, none required, some faculty provide information

How much advance notice, if any, is given before an observation occurs?

Responses varied (e.g. “well in advance,” “a week or so,” “usually several days,” “visit is coordinated with faculty member,” “advance is given, but varies”)

Are there pre-conferences before the observations occur?

Yes (3)
No (12)

Are there post-conferences after the observations occur?

Yes (9)
No (5)

How do faculty receive post observation feedback?

In writing (10)
Verbally (12)
Other: (1) (“different means, generally at the discretion of the observer”)

Practice at Other Institutions

During the fall semester 2003, members of the subcommittee attempted to contact all the COPLAC schools in order to determine how peer evaluation of teaching (including classroom observation) is used in their tenure and decision processes. It was decided that the COPLAC schools, being more similar to Geneseo than, for instance, research institutions, would be good sources of information. Not surprisingly, of the 9 institutions that responded to our request for information, there was little consistency both among and within institutions. For example, at the College of Charleston, “such visits are encouraged, but not mandated. Mathematics does this, requiring a minimum of three visitors to each attend two consecutive classes and provide a written report. Some others strongly recommend it but on the whole it is not widely used.” Sonoma State University requires that “at least one observation from each of at least two observers is required per review cycle.” Recommendations from Truman State University suggest classroom observations in which “observers must be trained and multiple observations performed” as a method of evaluating teaching effectiveness.

Specific Recommendations

Because of the inconsistencies both within our own institution and across the institutions we surveyed, the members of the subcommittee on the peer evaluation of teaching determined that a set of recommendations should be drafted so that faculty members at Geneseo are aware of the need for classroom observations as part of the peer evaluation of teaching process as well as the procedures that might guide them.

Our recommendations are as follows:

1. Each academic department must include direct peer review of teaching in the process of evaluation for reappointment, continuing appointment, and promotion. This process must be distinguishable from the other methods used to evaluate teaching (e.g., peer review of SOFI results and interviews with students, peer consideration of a self appraisal).
2. Each academic department must include information gleaned from observation of instruction in the direct peer review of teaching process. (I.e., each academic department must conduct observations of instruction for its faculty members.)
3. Procedures for direct peer review of teaching, including observation of instruction, must be delineated in writing and distributed to each faculty member.
4. At least two observations of instruction must occur per review cycle, conducted by a minimum of two observers. Ideally, each observer would observe on more than one occasion.
5. Classes observed must include a representative selection of courses (e.g. 1 large lecture/1 seminar; 1 undergraduate/1 graduate). This will require advanced planning in the case of a faculty members who teach courses of a certain type less frequently than every semester (e.g., one graduate course each spring).

6. Each observer must have copies of relevant course materials (e.g. course syllabus, course assignments, description of lesson, sample examinations) prior to the observation.
7. Each observer must submit a written summary/evaluation/report to the department personnel committee, who will give this information serious consideration in the preparation of From H narratives.
8. A copy of the same written report must be supplied to the observed faculty member. It is recommended that a post observation conference between the observed and the observer, following each classroom observation, be required by the departmental procedures. The chair of the department personnel committee may, if necessary, summarize the reports and present the summary to the individual faculty member.
9. As a development activity, it is recommended that the departmental procedures also outline a version of this process to take place after continuing appointment has been granted, regardless of promotion schedule. For such non-evaluative observations, it could be advantageous for some or all of the observers to be faculty who are less experienced than the observed.

Observation Methodology

While the subcommittee feels that training in how to do observations would be beneficial, it is recognized that it is unlikely that the necessary resources (particularly faculty time) can be made available for training. The next best option is to provide observers with guidelines at the time of the observation, in the form of suggested questions to consider, characteristics to note, attributes to evaluate, etc. While a definition of “good teaching” is notoriously elusive, maybe even unattainable in principle, we believe that there are a number of features that can characterize a “good teacher.”

We recommend that a brief document be created at the campus level to provide observers with this guidance. Ideally, each department would modify this document to suit their specific field of instruction. Such guides must be very carefully constructed if they are to be helpful in evaluating the widest possible range of acceptable teaching practices. It should also be made clear that the guide lists a variety of attributes representing a wide variety of styles; NOT everyone is expected to do well in all categories.

Examples of characteristics of good teaching that apply across disciplines, which could form the basis of this campus-wide observing guide include:

- Subject mastery, currency, and ongoing growth in one’s specialty
- Careful preparation and clear organization
- Attention to student learning outcomes
- Purposeful experimentation with one’s pedagogy
- Respect for and fair treatment of students as individuals

- Timeliness and professionalism in meeting classes and evaluating student work
- An ability to arouse student interest and curiosity

The subcommittee compiled this list using a variety of sources (Georgia College and State University statement on Teaching in the Evaluation Process). It is not intended to be all-inclusive, nor are all the items equally suited to peer evaluation, especially observation of instruction. It does, however, represent the result of a considerable number of faculty person-hours in considering the question, from both within and without our campus.

Unfinished Business

The subcommittee's work has been primarily focused on observation of instruction, because it is the most obvious and most easily implemented form of peer-review of teaching. However, we recognize that it is not the only method, and that other methods would benefit from Task Force consideration. Other bases for evaluation might easily be incorporated into a pre- or post-observation conference. Others should perhaps be excluded from the evaluation process entirely. Questions that need further consideration include:

1. Is it permissible to use events that occur outside of the formal evaluation process as a partial basis for an evaluation? This includes everything from noticing how many students attend a faculty member's office hours to lunchtime discussions. On the one hand, many of these could be very rich sources of information about someone's teaching. On the other hand, they may be too anecdotal, too easy to misinterpret, or their use may put a damper on free inter-faculty communications. At an extreme, we certainly do not want newer faculty to feel that they cannot ask for advice in solving problems because it might reflect poorly on them in the next evaluation cycle.
2. Often a considerable amount of student-faculty interaction goes on outside of class, in particular in office hours. Is there an effective, practical way to include this in evaluation?
3. Many methods of facilitating learning are prepared and used outside of the classroom. The recommendations above require course materials to be supplied to observers, primarily as a way to improve the observation itself. There is an opportunity for this to also serve as an evaluation of the course materials themselves; however, the parameters and expectations of this part of the evaluation should be made explicit.

The Subcommittee met during the spring and fall semesters of 2003 to consider issues involved in the use of student rating scales in faculty evaluation. After examining the published literature to identify important psychometric characteristics of good measurement tools, we then focused on the following goals:

- To identify and obtain copies of commercially available student rating scales, and to review the psychometric characteristics of these scales in comparison to the Student Opinion of Faculty Instruction (SOFI) scale.
- To consider process issues in the use of student rating scales, including administration and interpretation procedures.
- To consider the function of student rating scales in the context of a comprehensive program of faculty evaluation.

A summary of our progress toward these goals is described below.

Student Rating Scales

The subcommittee obtained copies of and information about three commercially available rating forms from the publishers' printed and website material. We also obtained critical reviews from Mental Measurements Yearbook and other sources. We compared the locally produced Student Opinion of Faculty Instruction (SOFI) with the three commercially available scales. On the basis of our work, we recommend the following:

1. The use of the current student evaluation form (SOFI) should be discontinued for the following reasons:
 - a. Psychometric properties are unclear or poor:
 - There is no evidence for reliability or validity.
 - Scale development procedures are unknown.
 - Item characteristics are problematic, in that each item asks about several attributes. Respondents therefore may interpret questions differently and interpretation is limited.
 - Only means and standard deviations are reported. No evaluation of measurement error is included.
 - b. Interpretations of SOFI results are hindered by:
 - The limited comparison group includes only the other classes taught at Geneseo during the same semester.
 - Individual results are compared to the department, to similar classes, and to the college. However, each department and class type has a different number of cases, which creates inequity in the comparison process.
 - No long-term local norms are available.
 - Standardized guidelines for interpretation are not available.
 - The wording of some items makes it difficult to determine whether high or low numerical ratings are "good."
2. The SOFI should be replaced with the Individual Development and Educational Assessment Center (IDEA) rating forms for the following reasons:

- Psychometric qualities are well established. Both reliability and validity are equal to or superior to other published instruments. Appendix A is a copy of a test review from the Mental Measurements Yearbook (MMYB), which is the primary source for critical reviews of psychological testing instruments.
- Interpretations of results are best for this scale (compared to the SOFI and the other commercially available instruments).
 - Guidelines for interpretation of ratings are clear.
 - The IDEA student rating system includes a Faculty Information Form, on which the instructor identifies the importance of various objectives, the primary method of teaching, and the course requirements for students. Results emphasize student responses on items identified by the instructor as important.
 - An “adjusted” rating is also provided for each item. This adjustment takes into account several factors that can influence ratings, such as class size.
 - Reports appropriately provide Confidence Intervals (rather than means and standard deviations only) for the national norms, the individual course results, and the individual course results adjusted for factors such as student work habits, student desire to take course, and class size. Frequencies of responses for each point on the scale are included for each item.
 - Student forms include a Long Form (57 items plus space for 19 optional items and comments) and a Short Form (18 items plus space for 10 optional items and a full page for comments).
 - Comparisons with national norms are provided.
 - Local norms can be generated for comparisons within and across semesters.
 - IDEA reports can be used for both summative and formative evaluation. Specifically, faculty members receive a report on results for a class session. Sections of this report can be separated from the rest of the report to provide non-evaluative feedback to the faculty member. Other sections can be separated for administrative use in evaluation. IDEA publications are available to describe the use of ratings scales as part of summative/formative evaluation.
- The cost of purchasing and administering the IDEA form is not significantly greater than the current cost of the SOFI. Appendix B is a cost analysis by Dr. Deborah Suzanne.

Limitations of the IDEA system are also present for other rating scales:

- On “Progress” items, students characterize their progress as compared to other courses they have taken. Questions of how to interpret these responses are similar to those on the SOFI.
- Neither the IDEA, the SOFI, or the other published scales provide consistent scoring and/or interpretation guides for students' written responses. This limitation must be addressed locally.
- Consistent, standardized administration procedures are suggested for each scale, but must be locally implemented.
- Appropriate interpretation and use of scores are also locally determined.

PROCESS ISSUES TO CONSIDER IN STUDENT EVALUATION OF FACULTY

Who administers the form and when?

- Faculty should not administer their own forms. Removing faculty from the classroom during administration of the evaluations should decrease the likelihood of subtle or overt manipulation of the evaluation process. Possible solutions:

1) Have faculty administer forms for classes other than their own. Preferably, these would come from a different discipline, falling during a shared class time. Conceivably, the administration could pair faculty who have courses physically near each other at the same time to facilitate the process.

2) Have seniors from each discipline administer the forms for their department. Conceivably, this process could be organized by department secretaries.

3) Have SA organize the administration of the forms, including formal training for students taking part in the process. Conceivably, the GOLD Leadership program could be linked to this solution.

- A standardized and well-conceived statement (“blurb”) needs to be created and used before the administration of forms in each class, regardless of the solution chosen above.
- Standardize an increased length of time allowed for completion of evaluations (something like a 30 minute time block at the beginning of a prearranged class day). Similarly, evaluations should be scheduled for a specified time (i.e., evaluation week) approximately 2-3 weeks before the end of each semester to guarantee a timely and uniform completion of the process.

How do we increase awareness about the purpose of the SOFIs?

- The purposes of the SOFIs need to be communicated more clearly across all levels of the campus community. Most importantly, this message needs to be delivered to students at the beginning of their academic career at Geneseo. Possible solutions:

1) Include specific and targeted education about the importance of the evaluation process and the methods used during Freshman orientation. The purpose of this education would be to increase student awareness and involvement in the evaluation process.

2) Include a section about the purposes of the SOFI’s in all INTD 105 writing courses.

3) Provide a training section to faculty on the Friday before Fall semester on the uses of IDEA and the formative and evaluative purposes of the form.

- Strongly encourage some kind of written response. Increase student awareness about the importance of a written response.

Who gets to see what? (Policy issues)

- What will be delivered to faculty from the IDEA form and what will be given to and used by the administration? Preferably, administrative access to the forms should be limited to the evaluative component of the form. Possible solutions:

1) Mail all results directly to faculty and require faculty to send evaluative component of the form to administration by a specified date.

2) Mail all forms to the administration and have them deliver a copy to each faculty member.

3) Option one requires an enforcement mechanism, such as withholding DSI to guarantee completion of the process.

4) Option two requires policy changes about privacy and confidentiality concerning access to the form records.

Other issues

- Numeric comparisons between classes should be limited to classes of comparable sizes (based on size grouping). This could also extend to comparisons between classes of different styles (based on groupings like lecture, seminar, studio, etc.) and class level (i.e. 100, 200, and 300 level courses). IDEA has the capability to distinguish these comparability issues.
- In all courses under 15 students, the comments forms need to be typed before being returned to the faculty members to ensure the confidentiality and honesty of the student evaluators.
- Consider ways to influence what is printed by the *Lamron*. Ideally, the increased awareness about the process and the new forms will lead to a change in reporting.

Report of the Subcommittee on Service

What is Service?

As outlined in the Conceptual Framework, the primary responsibilities of the faculty at Geneseo are Teaching and Contributions to a Discipline. However, many of the activities expected of the faculty contribute to those goals only indirectly. Most such activities have traditionally been lumped together in the category of Service. Because of this definition (“that which is not directly Teaching or Contributions to a Discipline”) and because of various interpretations of the word “directly,” Service sometimes becomes a disorganized, catch-all category.

Since the types, and even purposes, of Service activities are so diverse, there is rarely any consistent evaluation of Service performance. Because of this, and because it only indirectly supports the college mission, service is often under-valued in faculty evaluation.

In order to consider the full range of Service activities, the subcommittee began its work by compiling a list of any activities that might be considered Service and that the college values. The premise was that if an activity holds value for the college, then it should be recognized by the faculty evaluation process. Activities were included even if some people would consider them to be other than service. For example, advisement is considered by some to be Service, and by others to be part of Teaching duties.

This list was distributed prior to a college forum on the issue, and additional examples of Service were collected at the forum. The result can be found in the Appendix to this report. Despite our efforts, this list is surely incomplete. However, we believe that it reasonably well represents the range of service activities.

While of vital importance to the college, we recommend that participation in faculty development activities (e.g., workshops, conference attendance) should NOT necessarily be considered as Service. Rather, a development activity should be included in the category to which the activity pertains. For example:

- Attending a disciplinary conference should be considered part of Contributions to a Discipline, even if no presentation is made.
- Participating in a round table discussion on classroom performance should be considered part of Teaching.
- Attending a seminar on issues faced by department chairs should be considered part of Service (assuming the participant is indeed a department chair).
- Attending a grant writing workshop should be considered part of Teaching or Contributions to a Discipline, depending on whether it results in a grant proposal for instructional improvement or disciplinary activity.

While, as in the last example, it may be difficult to uniquely identify the category supported by the development, simply lumping development in with other types of service is not a solution to that difficulty.

What Service Does Geneseo Value?

The question of which faculty activities are valued by the college is not as straightforward as it might appear. The activity must of course advance the mission of

the college in some way. But it must also be within the range of duties expected of faculty members. As an extreme example, picking trash off the college green is valuable to the college, but it is not within the expected duties of the faculty; therefore, the college does not value its faculty picking up trash.

The Geneseo Mission Statement says that Geneseo “combines a rigorous curriculum and a rich co-curricular life to create an integrated learning-centered environment,” and that “the entire college community works together to develop socially responsible citizens.” After considering discussions from the college forum, the subcommittee concludes that the faculty is expected to advance this mission in two ways:

1. by serving as experts in the practice and teaching of their respective disciplines, and
2. by contributing to campus life in ways that develop students as whole persons, even though the contribution may not rely on disciplinary expertise.

Thus, the subcommittee believes that the college should value activities that fall into either (or both) of these categories.

For example:

- Activities contributing to any part of the college community, from shared governance to student club advising, are valued regardless of the relation to one’s field of study. This might be considered as an extension of the faculty’s teaching responsibility.
- Being active in professional organizations of one’s discipline is also valuable to the college. In relation to Contributions to the Disciplines, such activities often have close parallels to Boyer’s scholarship of integration. They also often serve the college by enhancing its reputation.
- Service to non-college communities is valued if the activity is done in the context of being a college faculty member. This virtually always means that the activity is based in one’s discipline. This type of service often has close parallels to Boyer’s concepts of scholarship of application or scholarship of integration.
- A few service activities may involve being a designated agent of the college to interact with non-college communities, but not using disciplinary expertise (e.g., serving on a committee which promotes college-village relations). This might seem to be in contradiction to the previous example. However, this should be valued because it is service to the *college*. Although a non-college community is involved and may benefit, the faculty member is primarily responsible to the college.
- Individually pursued activities which serve non-college communities and which are not based in one’s discipline are explicitly excluded from this definition of value to the college. While it may be argued that there is a benefit to the college if its faculty members are viewed as good citizens, that benefit is tenuous and confounded with benefits to the individuals themselves.

Evaluation of Service: Current Practice and Recommendations

As mentioned in the introduction, there is rarely any organized evaluation of quality in service. The service portion of someone’s portfolio might reasonably consist of a list of

activities, with some descriptions of duties, ostensibly documenting only quantity of service.

However, it should be kept in mind that many forms of service are in some sense self-documenting. For example:

- Any service in position to which one is elected, appointed, or hired implicitly carries the approval of the electorate, appointer, or employer.
- The above even applies in cases of uncontested elections, for in that case simple willingness to serve places one above one's peers in quality of service to that position.
- Most professional organizations require membership fees, and the money speaks for itself.
- Many forms of service have tangible results. While these probably have not passed through any peer review process, they may nonetheless be open to public scrutiny.
- Finally, many service activities support one's own Department. In this case the community served is relatively small and is already represented in the evaluation process. Therefore, quality of service can be easily and accurately addressed in existing faculty evaluation procedures.

One can imagine increasing the degree to which service quality is evaluated. For example, evaluation forms could be implemented in cases where the service takes place within the college community, and letters of support could be required in cases of service outside the college community. However, this would require a major increase in administrative overhead. It is the opinion of this subcommittee that any benefits of such a modification would be far outweighed by the disadvantages. We recommend against any significant changes in the way service is currently evaluated.

We do recommend, however, the encouragement of an evaluation mechanism that already exists. In cases where faculty members wish to give the service component of their portfolio more impact, they should be encouraged to seek letters of support from appropriate persons, either inside or outside the college community. This can be done currently, but is not widely pursued. We believe this is likely due to a perception that "Service doesn't really count, so it's not worth the effort," but this becomes a self-fulfilling prophecy when the resulting service documentation is poor.

We also believe that the "letters of support" evaluation mechanism could adequately support any move towards differentiated faculty workloads, wherein some faculty may wish to make service a larger-than-usual portion of their responsibility.

There is one narrow area in which we believe that the implementation of a formal evaluation/assessment process might be beneficial: Advisement. Because advisement is already organized and implemented in a fairly uniform way across campus, adding a student opinion assessment would be fairly straightforward. With the right design, it need not be very onerous. On the benefit side, this would not only provide a more reliable indication of advisement quality. It could also provide a basis for meaningful faculty development activity, which could significantly improve the student experience at Geneseo (as indicated by recent SUNY-wide surveys).

Clarification of Expectations

Although current methods of evaluation of service need not be modified significantly, the subcommittee does recommend that significant effort be put into clarifying the institutional and departmental expectations for faculty. Such action would improve the faculty evaluation system in transparency to newer faculty, in consistency over time, and in consistency between departments. This recommendation parallels Task Force discussions pertaining to other areas of faculty roles.

Currently, expectations vary significantly from department to department, both in quantity and in nature. To a large degree, this is proper, driven by the various relations of different departments to the college and to the student body. The subcommittee does not currently recommend any attempt to “equalize” service effort across campus.

However, expectations for service should be made as explicit as possible. Due to inter-departmental variability, this should be done at the departmental level. While expectations should be set at the level of individual faculty members, the result must be consistent with the service needs and expectations for the department as a whole.

It is very likely impossible to devise a single “checklist” of service activities that encompasses all the ways that a faculty member could meet expectations. While there are some activities in which virtually all faculty members are expected to participate (e.g., advising), there is just too much variability in other areas of service activity. As has been discussed by the Task Force for other areas, the subcommittee recommends establishing expectations by creating (within each department) multiple “examples” which are deemed to meet expectations. There would remain some subjectivity in comparing real faculty members to these examples. Nevertheless, this action could largely dispel any mystery as to what is expected.

Expectations should explicitly address the question of how a junior faculty member’s service might change over time. Especially in the category of college governance, there seems to be a wide variety of opinion and practice concerning how quickly and to what extent junior faculty get involved. While it might be appropriate for the Provosts office to set broad college-wide expectations in this regard, this subcommittee sees no reason that this could not be addressed on a per-department basis.

Categories of Service: Benefits and Pitfalls

The types of Service activities vary tremendously. In order to ease and enhance the process of departmental expectation setting, the subcommittee recommends that some assistance be provided in considering the various types. Providing a common basis for discussion would also improve understanding and communication amongst participants in the faculty evaluation process (both evaluators and those evaluated),

To conceptualize the Service landscape, it is helpful to categorize Service activities according to whom the activity serves. The categories used in the Appendix are

- Service to Community
- Service to a Discipline
- Service to the College
 - Governance and Faculty

- Departmental Duties
- Students
 - College Life
 - Advising
 - Mentoring

Advising and Mentoring have been separately indicated under Service to Students because they are especially well accepted as roles of the faculty. Indeed, many people see these as parts of Teaching rather than Service.

This choice of categories is certainly not unique. Also, there are many activities that serve multiple constituencies, blurring the boundaries between these categories. There is probably no way to divide service activities into categories such that every activity is clearly in exactly one category.

By listing any set of categories, there is a danger of seeming to say that any specific activity of a faculty member must fit into one of the categories in order to be considered “valid.” The subcommittee strongly discourages this point of view; strict adherence to such divisions would require making choices that are artificial and not truly helpful in evaluating faculty. Such an approach risks passing over valuable contributions simply because they do not fit within some preconceived structure.

Therefore, the subcommittee recommends against any evaluation system that formalizes the division between these, or any other, categories. They should serve to broaden, not restrict, the college’s concepts of Service. Where categorization of activities may be necessary, the subcommittee recommends deferring to the preference of the individual being evaluated.

Summary of Recommendations

- The current systems for evaluation of service need not be significantly changed.
- The option of including letters of support should be promoted, where appropriate.
- A formal evaluation/assessment system for the Advising system should be considered.
- Any revised system of faculty evaluation should avoid establishing categories into which faculty service activities must be fit.
- Where establishing categories is deemed necessary, the choice of where to categorize an activity should be left to the individual being evaluated. The system should recognize that any given activity might have significant impact in multiple categories. This includes the Service/Teaching/Contributions to Discipline divisions, as well as categories within Service.
- Departments, with guidance from the college, should clarify their expectations for service in writing. Such clarifications should explicitly address how commitment to service is expected to vary over time for junior faculty members, as well as any other appropriate variations due to a faculty member's situation within the department
- For the most part, departmental expectations should be conveyed not by a rigid list of activities or options, but instead by representative examples.
- Types of service should be considered and discussed in the context of categories, in order to facilitate campus discussion. It must be explicit that the categories are intended to broaden, not restrict, the view of activities that serve the mission of the college, and activities that combine several categories are to be expected.

Notes

The following observations may assist avoiding misunderstandings in future communications concerning service:

- The adjectives “on-campus” and “off-campus” are easily misunderstood. For example, does “off-campus service” mean service performed while not on campus, or does it mean service that benefits people who are off campus? A phrasing that is less likely to be misunderstood is “service to ____.”
- When referring to “service to community,” it is important to more exactly specify the community, as in “service to a non-college community” or “service to the campus community.”

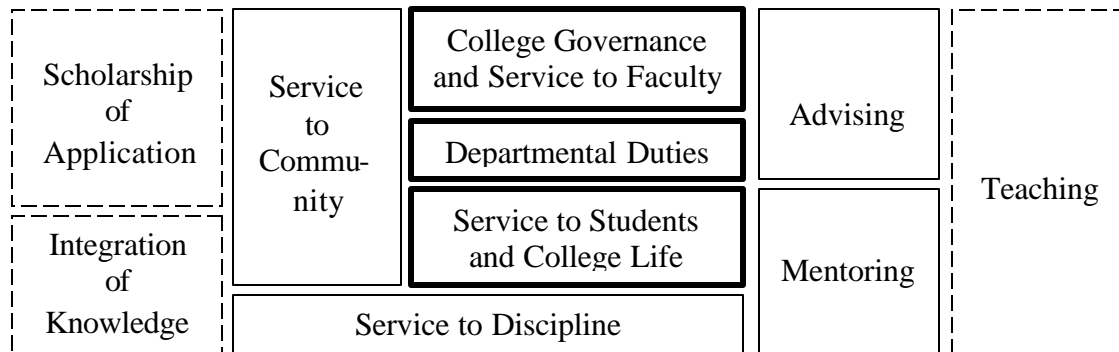
Appendix

Service comes in a wide variety of forms and types, perhaps more so than Teaching and Contributions to Disciplines. The purpose of this appendix is to facilitate thinking about those various forms by proposing categories into which the examples could be sorted, giving a wide range of examples, and suggesting a framework for the relationships between the categories.

The following division into categories is intended *only* to assist in thinking about the ways and modes that faculty render service that is valued by the College. Real activities of the faculty can have a variety of impacts. As a result, any given activity might contribute to more than one category, or might even be partially considered as Teaching or a Contribution to a Discipline.

Categories of Service

A useful picture to illustrate the way various types of service relate is shown here. The intention of this figure is to lay out the categories in such a way that activities which are not clearly in one category can be thought of as on a boundary or intersection of the figure.



The dashed-border boxes represent categories that are not Service, but which enter the conversation when considering various activities.

The dark-bordered categories form a core that can be considered “Service to the College.” Usually, activities in these categories are clearly neither Teaching nor Contributions to a Discipline. They may, however, be activities *in support of* Teaching, Contributions to a Discipline, or both.

Advising and Mentoring are considered by some people to be Service, and by others to be Teaching. When considered as Service, Advising is often thought of as service to one’s department (probably because at Geneseo Advising is largely organized at the departmental level).

Some activities serving either the wider community or one’s discipline are very similar to Contributions to a Discipline. Our subcommittee took the working view that in order to be considered a Contribution to a Discipline, it is necessary that the activity result in some form of publicly accessible report or result. However, we would defer to the conclusions of the subcommittee on Contributions to Disciplines on this question.

Examples

The following list of examples serves to remind of the many different sorts of service, and to organize them somewhat into the categories presented above. For many activities, we also list alternate categories into which the activities might fit, either instead of or in addition to the primary category.

All of the activities listed are of value to the college, and therefore should be considered in faculty evaluation. However, no attempt has been made to indicate the degree of value to the college. Indeed, the importance of the various activities, in both relative and absolute terms, will vary depending on department.

At the bottom of some lists (below a bold line), we have included activities which we believe should fall outside the realm of Service, but which nonetheless blur the boundaries of Service. Some people might consider some of these to be included under Service; departments should provide discipline-based guidance as to how these activities will be viewed.

Service to Community

Activity	Alternate Categories
Sporadic public outreach (lectures, shows, tours)	Integration of Knowledge, Service to Discipline (especially when executed through a professional organization)
Tours for individuals or groups	Departmental Service (for tours of Departmental facilities)
Consulting in field of expertise (Paid and Unpaid)	Scholarship of Application
Organized public outreach	Integration of Knowledge, Service to Discipline (especially when executed through a professional organization)

Service to a Discipline

Activity	Alternate Categories
Professional organization membership	
Professional organization participation	
Professional organization governance	
Event organization within discipline (conferences, performances, shows)	Service to Community (for events open to the public)
Reviewing articles, etc. prior to publication	
Internship supervision	Teaching, Mentoring
Serving in external reviews at other colleges	
Lecturing at other colleges	Mentoring
Editing/producing journals	Integration of Knowledge

Writing book reviews	Integration of Knowledge
Writing articles for general public	Integration of Knowledge

Service to College: Governance and Faculty

Activity	Alternate Categories
Senator at large	
Task Forces, non-Senate committees, presidential appointments	
Union governance	
University-level offices and committees	
Organizing faculty development activity	
Mentoring other faculty	
Attendance at ceremonies (e.g. honors convocation, graduation)	

Service to College: Departmental Duties

Activity	Alternate Categories
Department Chair	Service to College: Governance
Departmental Senator	
Standing departmental committees (e.g., executive, personnel, writing requirement, assessment)	
Ad hoc departmental committees (e.g., search, program review, accreditation)	
Liaison to college committees/offices (e.g., career services, library)	
Dept. club mentor	Mentoring, Service to Students
In-Discipline non-course field trips	Mentoring, Service to Students
Managing departmental resources for students (e.g., learning center, gallery, inviting visiting speakers)	Service to Students, Mentoring
Managing departmental resources for faculty (e.g., media library)	
Miscellaneous assigned tasks (e.g., lab/studio maintenance, colloquium refreshments, meeting prospective students)	
Cooperation with colleagues (e.g., covering classes during absences)	

Service to College: Students and College Life

Activity	Alternate Categories
Writing letters of recommendation	Mentoring
Student club advisor	Service to Community (if not restricted to students), Mentoring
Organizing student groups (e.g., Festival Chorus)	Service to Community (if not restricted to students), Service to Department, Mentoring
Participating in student groups (e.g., Festival Chorus)	
Residence Life programs, Faculty dining fellow, etc.	
Contributing to the campus appearance (e.g., providing artwork)	

Mentoring and Advising have significant overlap.

Advising refers to guiding a student through their college experience. It includes fulfilling duties within the college organized advisement system, but is not restricted to those duties. Advising might be considered to be part of Teaching (especially for students not officially assigned to that faculty member), Service to Department (especially when advising majors), or Service to the College at large (especially when advising non-majors).

Mentoring refers to guiding a student through life, especially as it pertains to their chosen discipline. Mentoring might be considered to be part of Teaching (enriching student's lives), Service to a Discipline (placing workers in the discipline), or Service to Students (helping students find fulfilling professions).

To: President's Task Force on Faculty Roles and Rewards
From: J. Ballard (for the Task Force Subcommittee on Form H)
Subcommittee members: J. Ballard, J. Bulsys (convenor), G. Towsley
Date: May 17, 2004
[Addendum to Interim Subcommittee Report from J. Bulsys, 4/23/04]

At the Task Force retreat on May 13, 2004, the subcommittee reported (see the Interim Report of April 23, 2004) on its deliberations and recommendations regarding replacement of the current Form H. Two alternative forms of a Personnel Evaluation Report (PER) were presented (PER and PER-A).

Task Force members considered the characteristics of the two forms, which differed primarily in structure. After discussion, the Task Force agreed on the following:

- Recommend a Personnel Evaluation Report (PER) form with a two-part structure, to include evaluation of the two primary roles of Geneseo faculty: "teacher" (Contributions to Students and the College) and "scholar" (Contributions to the Discipline).
- Keep the evaluation form simple, with space for narrative and check boxes for summary decisions, and list in an Appendix the specific types of information to be considered in evaluation.
- Integrate the instructions on the PER and the PER-A to include references to the Geneseo College Mission, the SUNY Board of Trustees guidelines, and the Task Force Conceptual Framework.
- Include summary decisions (for renewal evaluations only) that indicate improvement will be needed before the candidate will be acceptable for continuing appointment, as well as summary decisions for renewal of a shorter duration than is typical (e.g., for one year instead of two).
- Request statements on progress since prior evaluation on areas identified as needing improvement.
- Clarify the appropriate source(s) of information for each category of evaluation.
- Integrate language from PER Form A into the Appendix labeled "Suggested Types of Information."
- Add more emphasis that the Appendix is **NOT** a checklist of required activities.
- Add to each of the two major sections of the PER a subsection on Professional Development.
- Change the wording on some items in the Appendix to reflect different styles of teaching, different class structures, different disciplines, etc.
- Change the sequence and categorization of some items on the Appendix.

Several questions were unresolved:

- The language of summary decisions could be either "Meets expectations / Does not meet expectations" or "Acceptable / Unacceptable." In either case, for renewal evaluations, a separate summary decision should be available. This decision could be labeled "Acceptable for current renewal, but needs improvement for continuing appointment" (or other wording). Another possible summary decision could be "Provisional Renewal" for less than the typical number of years.
- The Subcommittee (and the full Task Force) agreed that one evaluation form may not meet the needs of personnel decisions for renewal, continuing appointment, and promotion. A separate form may also be needed for librarians and non-tenure track instructors.

Attached to this report is the revised version of the PER and the PER Appendix. (Filename = PER Form 5-17-04). Unresolved questions are not addressed on this revised version.

Instructions for Completing the Personnel Evaluation Report

The Teacher-Scholar:

Geneseo's faculty is a diverse community of teacher-scholars with individual strengths, who work together to advance the College's Mission. Through dedication to teaching, scholarly and creative work, and service to the campus and wider communities, faculty promote Geneseo values of excellence, innovation, diversity, and community. Faculty roles are in consonance with the Mission, evaluation is aligned with these roles, and the reward structure is consistent with evaluation. The evaluation system acknowledges the importance of a diverse faculty (intellectually, pedagogically, and socially). Evaluation is clearly aligned with accepted faculty roles, the most valued of which is teaching. Because Geneseo is a community of teacher-scholars, the faculty is expected to participate in scholarly and creative endeavors, and in institutional governance. (abridged from Geneseo's Conceptual Framework).

In decisions involving personnel evaluation, Geneseo faculty members therefore are expected to show evidence of excellence as *teacher-scholars*. The Personnel Evaluation Report (PER) is divided into two evaluative categories corresponding to these dual roles. The purpose of this form is to assist the Department Chair and Department Personnel Committee in presenting evidence for or against renewal, continuing appointment, or promotion.

The first category, "Contributions to Students and the College," concerns the role of the teacher. Excellence as a teacher includes activities that are both directly and indirectly focused on students. In addition to classroom performance, a teacher contributes to individual course development, college curriculum, discipline-related teaching methods, and college governance activities that enrich the learning environment for students.

The second category, "Contributions to the Discipline," concerns the role of the scholar. Excellence as a scholar includes activities related to the faculty member's specific discipline. Contributions to this discipline may include creation of new knowledge or products, integrative assessment of discipline-relevant information, and/or the application of discipline-related knowledge or products.

Ratings and Narrative

For each of the two categories on the PER, evaluators should provide a rating of "Meets expectations" or "Does not meet expectations" (or in the case of renewal decisions, "Acceptable but needs improvement"). Narrative comments should be provided to support each recommendation. At the end of the document is space to summarize key points of the narrative, make suggestions for improvement, and give a final rating of "Recommended" or "Not recommended" for the current personnel decision.

PER Appendix

Suggested activities that may be considered for the two evaluative categories are found in the *Appendix*. The Appendix is a resource for academic employees and evaluators, NOT a checklist of items that every candidate must achieve. Expectations and norms of each department or academic unit, the needs of the College, discipline-specific guidelines, and the candidate's stage of career will determine which items in the Appendix are appropriate for an academic employee's evaluation. In some departments, sources of information other than those in the Appendix may also be appropriate.

Personnel Evaluation Report (PER)

Contract Renewal, Continuing Appointment, or Promotion of Academic Employees

Candidate's Name _____ Date: _____

Evaluator's Name/Rank: _____

Action Considered (check one):

Contract Renewal from _____ (date) to _____ (date)

Continuing Appointment _____ (effective date)

Promotion from _____ to _____

I. Evaluation of Contributions to Students and the College

(Provide narrative commentary to describe sources and evidence supporting decision.

Address each of the following topics.)

Preparation for teaching

Classroom Performance

Advisement and Mentoring

Contributions to Curriculum

Contributions to Governance

Professional Development

Performance rating: _____ Meets expectations

_____ Does not meet expectations

_____ Acceptable, but needs improvement (renewal decisions only)

II. Evaluation of Contributions to the Discipline

(Provide narrative commentary to describe sources and evidence supporting decision.

Address each applicable topic.)

Original Work

Integration

Application

Professional Development

Performance rating: _____ Meets expectations

_____ Does not meet expectations

_____ Acceptable, but needs improvement (renewal decisions only)

III. Conclusions

(Narrative summary and comments. If a need for improvement was identified above, provide specific suggestions for type and method of improvement. If suggestions for improvement were included in previous evaluations, note progress toward improvement.)

Summary Decision: _____ **Recommended for current personnel action**

_____ **Not recommended for current personnel action**

_____ **Provisionally recommended for term of _____ years**

Appendix to Personnel Evaluation Report (PER): **Suggested Sources and Types of Information**

Sources of information relevant to evaluation:

Potential sources of information vary by discipline. These may include, but are not limited to:

- A portfolio of teaching materials, including course syllabi, course outlines, lecture outlines, class activities, homework assignments, representative exams, etc.;
- A written self-appraisal of successes and efforts to improve as a teacher-scholar;
- Peer and Department Chair reports of classroom observations ;
- Copies of publications, presentations, creative activities (or other appropriate evidence such as letters from editors, reviewers, or other discipline-related experts);
- Detailed list of committee or administrative work, and discipline-related community activity;
- Letters of support from colleagues, external research collaborators, service-related organizations, etc.;
- Student evaluations (from survey responses, interviews or letters from students).

For most types of information listed below, peers and/or supervisors or experts in the field are the appropriate evaluators.

Student evaluations can be applied appropriately only to assessment of classroom performance, advisement, or mentoring.

Types of information relevant to evaluation:

The table on the following pages lists some of the activities in which the teacher-scholar engages. The table is divided into two parts that match the evaluative categories of the Personnel Evaluation Report (PER). Evaluators may wish to consider evidence of these and other activities as the basis for assessment of the candidate's application for renewal, continuing appointment, or promotion.

However, please note:

This table is NOT intended to be a checklist of items all candidates must achieve.

The table is instead a resource list of suggested types of information for each category in the Personnel Evaluation Report (PER). Department and discipline-specific norms, as well as stage of career should be considered.

Contributions to Students and the College

Preparation for Teaching

- Holds terminal degree (or licensing, if applicable) that is appropriate for discipline
- Constructs syllabi that meet Senate requirements
- Clearly identifies student evaluation procedures and learning outcomes
- Sets expectations for students that are appropriately challenging for the course level
- Chooses textbook, readings, or other materials at an appropriate level for the course
- Meets department expectations for material in course outlines
- Maintains currency in course content
- Makes assignments that are appropriate for course level
- Uses assessment procedures of appropriate format for course
- Uses assessment procedures of appropriate difficulty for course level

Classroom Performance

- Conducts well-organized class meetings
- Clarifies purposes and procedures of small-group, laboratory, practica, or studio activities (if used)
- Clearly presents topics and key points of lectures (if used)
- Clarifies relevance and contributions to course objectives for lectures and/or activities
- Invites students' questions and/or comments as appropriate
- Responds to students' questions appropriately
- Considers and adapts to the needs of a diverse population of students
- Provides timely feedback on student performance

Advisement & Mentoring

- Maintains advisee load that meets expectations of the department
- Maintains the number of office hours expected by the department
- Clearly posts office hours
- Meets or exceeds department expectations for mentoring activities (e.g., directed study, research supervision, independent research or creative work, group community projects, service-learning programs, academic organization advisement)
- Participates in department-wide and/or college-wide advisement activities (e.g., workshops for students, orientation sessions)

Contributions to Curriculum

- Proposes new or revised courses or programs
- Uses innovative course materials, teaching techniques, or classroom technology
- Contributes to committee work relevant to curriculum development or revision
- Participates in interdisciplinary curriculum development, team teaching, programs, and/or grants.

Contributions to Governance

- Meets or exceeds department expectations for participation in department governance (e.g., committee work, reports)
- Meets or exceeds department expectations for participation in college governance (e.g., Senate, College Committees, Administrative appointments)

Professional Development

- Attends conferences, workshops, lectures, or other programs designed to improve pedagogy or curriculum development
- Participates in roundtable, brown bag, or other forms of collaboration or faculty development

Contributions to the Discipline

Original Work

- Maintains an active program of research or creative work
- Publishes original research results in peer reviewed journals
- Publishes original research results in monographs
- Presents original research results at peer-reviewed professional conferences
- Shows original creative work in juried presentations
- Presents original music or theatrical work in an appropriate forum
- Publishes articles relevant to teaching
- Presents papers/symposia at teaching conferences
- Produces grant proposals for internal funding
- Produces grant proposals for external funding

Integration

- Publishes reviews of scientific or disciplinary literature in professional journals
- Publishes scholarly textbooks
- Organizes and/or leads symposia at professional conferences

Application

- Publishes discipline-relevant articles for public dissemination
- Presents discipline-relevant lectures, speeches, workshops, and/or symposia to community groups
- Represents discipline through public media (e.g., newspaper articles or interviews, radio/television appearance)
- Serves on advisory boards or similar groups to provide discipline-relevant service
- Provides direct services relevant to a clinical (e.g., speech pathology, psychology), educational, or other applied discipline
- Provides consultation services relevant to applied disciplines (e.g., business, education, psychology, communication)
- Serves in leadership roles in professional organizations
- Serves on editorial boards of professional journals
- Reviews scholarly textbooks and/or discipline-relevant books or other materials
- Presents competitively reviewed papers at professional conferences to communicate service or governance-related activities

Professional Development

- Participates in professional organizations
- Maintains currency in knowledge of the discipline

Resources and Rewards

Rewards are linked to faculty roles, recognizing both ongoing excellent performance and exceptional performance in the areas of teaching, research/creative activity, and service. Rewards serve to motivate and energize faculty. They help keep morale high, reduce burn-out and keep faculty productive throughout the life of their careers.

Rewards fall into several categories. One group provides *recognition* for behaviors. Another offers *resources* that are available to support ongoing activities. Several programs in these categories currently exist at the College. Recommendations for other needed programs are noted as well. All rewards and use of resources must be linked to successful performance of faculty roles, which in turn are linked to and help fulfill the mission of the College.

Recognition Activities

- **Excellence**
 - College Excellence Awards
 - Presidential, Mid-career, Roemer awards
 - SUNY-wide awards
 - Tenure and promotion
 - DSIs

- **Development**
 - Travel grants
 - Research grants
 - Curricular grants
 - Sabbaticals

- **Needed**
 - Unit recognition activities
 - Fund available for Chairs to make small awards, to recognize meritorious or noteworthy behavior by faculty in the day to day performance of their job

Resource-based activities

- **Salary**
 - Need for equity with other SUNYs—acknowledgement of structural problems, particularly problematic in light of both the enhanced reputation of the College (its “honors College” status) and the increased demands made on faculty in all three areas of teaching, research and service.

- **Reduced Faculty/teaching ratio**

- Monies to hire additional faculty to reduce student/faculty ratio, in line with “honors College” aspirations, allowing faculty to achieve excellence in teaching, research and service.
- **Fund for release time**
 - Monies from Foundation and state to pay for adjuncts to allow for release time, in recognition of increased scholarly activity of many faculty, as well as increased service and teaching commitments.
- **Flexible work schedule**
 - Ability, after tenure, to have some flexibility in amount of time devoted to each of the three areas of teaching, research and service. Determined in consultation with dept. chairs. Chairs would need access to additional resources to fill in possible gaps, particularly in teaching.