

**UNIVERSITY OF MASSACHUSETTS DARTMOUTH
OFFICE OF THE PROVOST**

TO: Faculty

DATE: September 21, 2004

FROM: Louis Esposito, Provost

SUBJECT: Suggested Guidelines for Major Faculty Personnel Reviews

In reviewing the various faculty dossiers for contract renewal and, more importantly, tenure and promotion during the last academic year, it was clear that a) the type of evidence presented and analyzed and b) the scope, depth and detail of the written evaluations by Faculty Evaluation Committees and Chairs differed dramatically from department to department and college to college. It is important that the written evaluations of Faculty Evaluation Committees and Chairs provide both a summary of the basic information and data being used for the evaluation as well as a detailed analysis of that information and data. This is especially important for tenure reviews where the campus must forward all the written evaluations to the UMass system office for review by the President and the Trustees who sit on the Committee on Academic and Student Affairs. I would therefore urge Faculty Evaluation Committees and Chairs to provide in their written evaluations for major faculty personnel reviews an analysis of information/data of the type and nature described below:

Teaching

- 1) An analysis of course syllabus with a focus on the nature and extent of the effects on student learning;
- 2) A discussion of changes in course syllabi for courses taught more than once with a focus on the possible effects of such changes on student learning;
- 3) An analysis of the results of student course evaluations with a particular focus on those responses that indicate the nature and extent of student learning;
- 4) A comparison of the results from student course evaluations of the faculty member with the results of other members of the department, especially with faculty who teach courses at the same level and of the same size;
- 5) A discussion and analysis of the specific teaching methods or pedagogies used by faculty member and whether research evidence exists that such methods are effective in enhancing student learning;
- 6) How the courses the faculty member teaches contribute to the learning goals of the department;
- 7) A discussion and analysis of the nature and extent of examinations, writing assignments and other course requirements in terms of their potential impact on student learning;
- 8) An analysis of graded student work; and
- 9) Thesis and dissertation advising.

Scholarship

- 1) A clear statement of the number of articles, book chapters and/or books accepted for publication;
- 2) An indication whether the publication is peer-reviewed;
- 3) How many of those publications were based on work done since the faculty member came to UMD;
- 4) A statement about the academic reputation of the journals or presses which have published the faculty member's work;
- 5) The number of citations to the faculty member's work;
- 6) Reviews of the published work, if available;
- 7) Extent of external grant funding;
- 8) Presentations at professional meetings;
- 9) Juried presentations of creative work; and
- 10) Individual shows of creative work.

Professional Activities

- 1) A clear statement of the nature and extent of activities; and
- 2) Evidence on the effect or impact of these activities. Clearly, opinion or speculation on the potential impact is not as useful as evidence and data (quantitative and qualitative) on the impact of the particular activity.

University Service

- 1) A clear statement of the nature and extent of activities; and
- 2) Evidence on the effect or impact of these activities. Clearly, opinion or speculation on the potential impact is not as useful as evidence and data (quantitative and qualitative) on the impact of the particular activity.

Public Service

- 1) A clear statement of the nature and extent of activities; and
- 2) Evidence on the effect or impact of these activities. Clearly, opinion or speculation on the potential impact is not as useful as evidence and data (quantitative and qualitative) on the impact of the particular activity.