

2.2 FACULTY EVALUATION

2.2.1 Code of Faculty Evaluation Procedures

March 14, 1979 [Revised: April 2, 1985 and October 4, 1988]

I. Preamble

The goal of these procedures is to enable Davidson College to recruit and retain outstanding teachers and scholars who will carry on the College's mission as set down in the Statement of Purpose. Article IV, Section 5, of the Trustee Bylaws sets forth the President's basic charge with respect to the recruitment of faculty members.

Ideally, the College professor would be a widely respected scholar excited about learning and capable of communicating this excitement to others, a teacher deeply concerned with the welfare of students and eager to have them learn and grow, one who teaches imaginatively, both by books and by personal example, a demanding yet compassionate person who respects the moral worth of students and their potential for growth. While no one teacher is likely to realize all these attributes, the College must continually seek to recruit men and women who strive to do so to the greatest extent possible.

As a church-related college Davidson has a special obligation to secure for its faculty teachers and scholars who, above and beyond professional commitments, are dedicated to the highest ethical ideals and to a life of service. Hence evaluation of faculty members at Davidson is bound to the idea that successful teaching involves personal and moral as well as intellectual qualities. Because of this, and because within any group of successful teachers there will be differing personalities, intellectual bents, approaches and styles of teaching, it is impossible to provide a rigidly uniform formula for excellence. Of prime importance is that the process of evaluation be as fair as possible to the individual, while taking into account the welfare and the goals of the institution.

The procedures by which the College arrives at its judgments must reflect the fact that ultimately college policy is defined by the Trustees, and that, as chief executive officer, the President bears a special responsibility for the welfare of the enterprise as a whole. The Board of Trustees has affirmed that the line of responsibility for determination of faculty needs and the search for persons to fill these needs flows from the Trustees to the President and through the President to those specifically designated by him or her, primarily the Vice President for Academic Affairs and Dean of Faculty. However, if the recruitment and evaluation of faculty members is to be carried out effectively the task must be shared by both faculty and students.

Finally, Davidson's faculty evaluation procedures must be closely related to institutional strategies for faculty development. Students are quick to perceive which of their instructors are active professionals, which merely living on past capital. Good teaching requires continual study to keep up with developments in one's field and to achieve that understanding of related fields so important to the idea of liberal education. The evaluation process and opportunities for development must be linked in such a fashion as to nurture and encourage professional growth. While it must inevitably function as a mechanism for selection, Davidson's evaluation process will, it is hoped, strengthen the teaching skills of faculty members and contribute to the development of the College as a community of learning.

II. Criteria for Faculty Evaluation

The criteria for faculty evaluation at Davidson are: (A) excellence in teaching, (B) demonstration of superior professional attainments in research, scholarship, and curriculum design, and (C) substantive service to students, to the College, and to the community. While no precise weights valid for every case can be attached to each of these areas, excellence in teaching is a necessary condition for tenure.

A. Teaching. Information will be sought from the department chair, colleagues in the department and in other programs in which the candidate has been involved, and from students as to the instructor's ability to communicate not only knowledge but also enthusiasm for the subject. Among the key components of successful teaching are well organized and stimulating lectures, skill in conducting discussions, the imagination to perceive student problems, and the ability to help students learn to think analytically, and to speak and write clearly and logically. The College is seeking distinction in teaching, not simply competence.

B. Professional Attainments. The College's judgment will depend heavily on the assessment of the department chair, colleagues in the department, and colleagues in other departments who have worked in closely related fields of scholarship. Consideration will include participation in summer and sabbatical programs, faculty seminars, attendance at and presentation of papers at professional meetings, research projects undertaken, and publications resulting from these experiences. In the matter of publication, quality will be deemed more significant than quantity.

The College will look for signs that study and research have been integrated into teaching by examining the degree to which the instructor's lectures and course materials reflect current developments in the field. It will also review the candidate's impact on the intellectual life of the community, including interest in other disciplines.

C. Service. Information will be sought from students, the chair, and colleagues in three areas: (1) concern for students, (2) service to the institution, and (3) service to the wider community. Davidson's emphasis on service in each of these areas stems from its belief as a church-related liberal arts college that it is the function of liberally educated men and women to lead lives of service to others and that members of the faculty should serve in their own lives as examples.

1. Concern for students may be exemplified by the candidate's availability to students, concern for their problems, and care and promptness in evaluating their work. The willingness to serve as a faculty advisor both to underclass students and to majors is an important factor, as is the willingness to help students on an individual basis.

2. Service to the institution may be demonstrated in a variety of ways - participation in the work of faculty committees and in departmental affairs, willingness to speak to groups of parents, trustees or alumni, helping to build the library collection, and to obtain needed equipment.

3. Service to the wider community may be defined as a willingness to work for the welfare of others through church, civic, and political organizations, or other groups.

III. Roles of Faculty, Students, and Administration in the Evaluation Procedure

A. Faculty. Assessment by professional peers is fundamental to the evaluation procedures. Faculty members are in a position to make judgments regarding a colleague's mastery of the subject and design of courses. They are able to evaluate research and publications. They can also weigh observations made to them by students regarding the teaching of others, and they can see for themselves the effects of that teaching.

B. Students. Students are in an especially favorable position to assess the instructor's enthusiasm for the subject, concern for them, and clarity in presentation. They can testify to the instructor's availability, fairness, and care in evaluating their work. The satisfaction of students with the instruction they are receiving is an important ingredient in the morale of an institution. It is therefore appropriate that their views be ascertained by means of interviews, letters, evaluation forms, or other methods.

C. Department Chairs. Department chairs, because of their responsibility for coordinating the work of their departments and encouraging the professional development of department members, have an important role in the evaluation process. Normally it will be the chair who conducts the most extensive review of the instructor's teaching, including syllabi, tests, grading, and classroom performance, as well as research, papers read, publications, and contributions to the department generally. A chair may visit the classes of a department member on probationary appointment not only to evaluate but to help improve performance.

D. Administration. As stated by the Trustees, responsibility for the initiation and conduct of evaluation rests with the President. In discharging this responsibility, the President will normally delegate to the VPAA [the Vice President for Academic Affairs and Dean of Faculty] the work of conferring with department chairs and colleagues and of gathering data. Because of the need for harmonious rapport within the College community, the evaluation process must involve confidentiality. Letters of evaluation will be held in confidence by the President and the VPAA; the results of student evaluations will be treated in the same way, except that they may be shared with the department chair. At their discretion the President and the VPAA may seek outside evaluation of an instructor's professional standing. *[Note: See VIII of this section.]*

IV. New Appointments

Basic responsibility for the determination of staffing needs and for initiating new faculty appointments rests with the President. Normally the President will delegate responsibility for the actual conduct of the search and recruitment process to the VPAA, who in turn will work with the appropriate department chair. A position description sent to professional journals, associations, etc., should include the nature of the position, the anticipated rank, the experience and fields desired. The VPAA may, and ordinarily will, delegate the initial screening of applicants to the department. If at all possible the members of the department will interview as many potential candidates as possible at an appropriate professional meeting or other occasion. The VPAA will then review with the chair the dozen or so leading candidates and will invite the most promising to the College for a visit.

Along with an invitation, candidates for a position will receive a copy of the College's Statement of Purpose. During the visit it will be the responsibility of the chair and the VPAA, as well as the President, to discuss the candidate's religious position and career aspirations and the College's objectives as set forth in the Statement of Purpose and this Code of Faculty Evaluation Procedures. The candidate will be interviewed by members of the appropriate department or departments as well as by the department chair, the VPAA and the President with a view to determining professional competence, strength of commitment to teaching, and prospects for making a successful contribution to the work of the College. Candidates may be invited during their visit to the campus to make a public presentation in their field or to teach a class.

After soliciting the opinion of the members of the department and receiving the opinion of other interested faculty members, the chair will discuss the candidates with the VPAA. The VPAA will communicate his or her judgments, along with the supporting information, to the President, who will make the final recommendation to the Trustees. The chair may be asked to meet with the President and the VPAA for discussion before the President reaches a decision. The letter of appointment will set forth the terms and conditions of the appointment in accordance with the College Constitution; Article IV Section 5 of the Trustee Bylaws; this Code of Faculty Evaluation Procedures; and standard College Employment policies and procedures (including background checks). Copies of all these documents shall be furnished to the candidate along with the letter of appointment, a copy of which, signed by the candidate, shall constitute a contract.

V. Evaluation Procedures for New Members of the Faculty with Two-year Probationary Appointments

During the first year the VPAA will meet with the new faculty member to explain further the evaluation procedures and to discuss the College's standards and expectations. At the convenience of both parties, and when the instructor feels reasonably established in teaching at Davidson, the VPAA will ordinarily arrange to attend one or more of the instructor's classes. As much as for evaluation, the purpose of these visits is to help the instructor with the process of adjustment to Davidson and to encourage the development of teaching skills. The department chair may visit the new appointee's classes for the same purpose.

During the fall term of the second year the VPAA will meet with the department chair to discuss the performance of the instructor. Letters will be solicited by the VPAA from each colleague in the department, as well as from colleagues in other departments who have come to know the new member through such means as committee assignments or courses and programs in which the instructor has participated. *[During the fourth year review, members of committees to which the faculty member was assigned in the second and third years will be solicited.]*

The candidate will be advised of the timing of the review and will be asked to submit such material as might be helpful to a fair consideration of performance. After studying this material and conducting such interviews as are deemed necessary, the VPAA may at his or her discretion offer the candidate an opportunity for discussion of negative criticism which the VPAA has received during the evaluation process. To protect confidentiality, any such criticism will be conveyed without identification of its source. Finally, the VPAA will review the instructor's performance with the President. By December 15 of the second year, the instructor will receive from the President a letter either renewing the contract or not. *[Committee clarification added August 1998 by the VPAA.]*

The criteria for evaluation shall be those described in Section II. In applying them the President and the VPAA will normally be looking for evidence of recent and potential growth in teaching ability, particularly in the case of instructors who are just beginning their teaching careers. In making their decision, the President and the VPAA will weigh the prospects for growth against the greater mobility which faculty members enjoy in their early years of teaching, keeping in mind the fact that where the prospects for tenure are slim, an early separation may be more to an instructor's advantage than renewal of contract. After communication of the President's decision, the VPAA will be available to the instructor to discuss, insofar as confidentiality permits, strengths and weaknesses in the instructor's performance to date.

It should be understood that in evaluating faculty members on probationary appointments the College is rendering, in effect, a composite professional judgment, and that counseling by the VPAA regarding deficiencies and strengths is not to be equated with a formal statement of cause for either a positive or a negative decision. Decisions regarding probationary appointments are in some degree both comparative and prospective and may involve considerations of present and future staffing. With non-renewal of probationary appointments the College is not obligated to show cause, as it would be in seeking to terminate a tenure appointment. In order to recruit the best faculty it can obtain, the College is entitled to the widest latitude consonant with the principles of academic freedom as described in Article X of the College Constitution.

VI. Faculty Members on One-Year Probationary Appointments

As provided by the Constitution, Article X, Section 5, a faculty member on an initial one-year probationary appointment will be informed by March 1st of the decision as to whether or not the contract will be renewed. Visiting appointments, one-year terminal appointments, or part-time appointments are not considered probationary and do not require notification of termination. In the case of such appointments, a review would be conducted only at the President's discretion.

VII. Faculty Members on Subsequent Term Appointments

As with members of the faculty in their first contract period, using procedures outlined in Section V, the review will take place in the fall of the academic year in which the contract expires, and by December 15th the instructor will either be informed of a termination of contract, or offered a renewal. As stipulated by the College Constitution, in the event of termination when the instructor has completed two or more years of service at the College, the instructor will be entitled to a terminal year. In reaching their decision the President and the VPAA will pay particular attention to evidence of growth since the last review. Normally, with each successive review the expectation regarding performance will be increased, as the instructor gains experience as a teacher and scholar.

VIII. The Tenure Decision *[Revised: August 1, 1994]*

[Note: the dates in this section reflect the normal policy. Given the high number of tenure cases for the 2005-06 academic year, some dates will be earlier than mandated in the Code of Faculty Evaluation. Please see the calendar provided on p. 46 for this year's dates.]

The decision to grant continuous tenure is a serious commitment that must be made with the greatest care, thoughtfulness, and fairness. The evaluation process leading up to such a decision necessarily entails a certain element of subjectivity. Nevertheless, the decision to grant tenure must be based on convincing evidence that the candidate holds promise of making a continuing contribution of the highest quality to the intellectual and moral life of the College community. If, after careful review of the candidate's performance and potential, the Trustees have any serious doubts regarding the candidate's prospects for significant long-term performance, they must render a negative decision. As stated in Article X of the College Constitution, Trustee conferral of continuous tenure requires not only evidence of demonstrated excellence in teaching and professional activity, but of service and commitment to the welfare of the College as well.

The tenure review process normally takes place in the sixth year of the candidate's full-time teaching at Davidson. Ordinarily, credit of up to three years will be given for full-time teaching elsewhere at the instructor level or higher at a regionally accredited institution of higher learning. The tenure review process may be initiated earlier than normal at the request of the candidate and with the approval of the VPAA. In the case of faculty who hold tenure at another college or a university, the President and the VPAA will consult with both the department of appointment and the Faculty Tenure Committee before recommending an initial appointment with tenure.

The procedure begins in September with a meeting of the candidate, the VPAA, and the department chair during which the evaluation process and schedule are explained to the candidate. The tenure candidate will begin compiling a dossier. The dossier consists of non-confidential materials; a copy of it will be available in the Office of the VPAA by December 15 for perusal by any interested faculty member. This dossier will include:

- ◆ **a cover letter by the candidate introducing the dossier to the reader**
- ◆ an up-dated curriculum vitae
- ◆ course syllabi and representative student tests and exams
- ◆ copies of the candidate's annual reports of faculty activities
- ◆ copies of all published work and/or artistic or scientific work as well as evidence of work-in-progress deemed appropriate by the candidate
- ◆ published reviews of the candidate's writings, exhibitions, or performances.

The candidate is encouraged to include in the dossier any additional non-confidential materials judged to be relevant.

No later than October 1 the VPAA will distribute to all faculty a list of all candidates currently being reviewed for tenure, specifying their departmental affiliation and announcing that their dossiers will be available for review no later than December 15. The VPAA will include a statement encouraging any faculty member outside a candidate's department who has knowledge of the candidate's qualifications to submit to the department chair, no later than January 21, a signed letter to be included in the Departmental Evaluation File. Any such letters addressed to the Faculty Tenure Committee will be forwarded directly to the department chair.

At the same time that the candidate's dossier is being prepared, the department chair will also compile a separate collection of materials known as the Departmental Evaluation File. The Departmental Evaluation File consists of confidential evaluation documents and is open only to the candidate's departmental tenure committee, except as indicated below. These documents must include teaching observation reports made by the chair and at least one other tenured member of the department within one year of the tenure review, student course evaluations from the previous two semesters, the chair's annual review reports (based in part on the chair's consultation with other departmental members and their observations of the candidate's teaching and professional progress), and all signed evaluation letters received from faculty members outside the department. The department chair will also invite in writing each nontenured departmental member to submit a letter of evaluation; such letters will be voluntary in nature and will also be included in the Departmental Evaluation File.

The department chair and the candidate are encouraged to include in the Departmental Evaluation File any additional materials that they judge to be relevant. Examples of such material might include:

- ◆ letters from former students and/or colleagues evaluating teaching performance
- ◆ letters from outside reviewers evaluating scholarly work
- ◆ letters addressing college or community service

Whenever the Departmental Evaluation File is complete but before January 22, it will be made available to the departmental tenure committee. This committee will be composed of all the tenured members of the candidate's department (including members on leave if they are available) and under no circumstances will it include fewer than three persons. If a department has fewer than three tenured faculty members, the VPAA, in consultation with the department chair, will appoint additional tenured faculty from other departments of the College to serve on the departmental tenure committee. This departmental tenure committee will meet to discuss the candidate's qualifications for tenure.

The departmental tenure committee should take special care to verify that the full range of pertinent evidence has been assembled concerning the candidate's teaching, scholarship, and college service. Members should also give thoughtful consideration to the quality (rather than the mere volume or frequency) of publications, professional activity, and community service.

After reviewing both the dossier and the Departmental Evaluation File, each member of the committee will write a confidential draft letter of evaluation to other members of the committee. These letters will be circulated among the members of the departmental tenure committee before its meeting at which the vote is taken. After careful deliberation and discussion of all of this evidence, the departmental tenure committee will vote on the tenure candidate by February 15. The chair will convey the departmental tenure committee's recommendation to the candidate and to all other members of the department in writing within 24 hours. The committee members will circulate among themselves their confidential letters of evaluation as soon after the vote as possible. These letters may have undergone revision. The chair next adds to the Departmental Evaluation File a written tally of the vote, the committee members' confidential letters of evaluation, and a confidential summary of the departmental tenure committee deliberations. In drafting this confidential summary, the chair must ensure that all points of view expressed by members of the departmental tenure committee are fairly represented. All members of the departmental tenure committee will sign the departmental summary; any member of the departmental tenure committee has the right to append an additional statement to the departmental summary.

Those candidates for tenure who are regular members of the Humanities staff will also be evaluated by the tenured members of the Humanities team with whom they have taught for the previous two years. The Humanities Program Chair will convene the tenured members, who will evaluate the work of the candidate within the Humanities Program and will pass on its recommendation in the same manner as the departmental tenure committee, submitting a vote and written report of deliberations directly to the Faculty Tenure Committee and informing the candidate of its recommendation. A copy of the written report of deliberations will go to the Departmental Tenure Committee.

After the departmental tenure committee has voted, and before March 1, the department chair will forward the Departmental Evaluation File containing the departmental recommendation and summary as well as all materials used in departmental deliberations to the Faculty Tenure Committee (see Article IV, Faculty Committees, Section B, 8 for composition). The department chair will appear in person before the Faculty Tenure Committee (FTC) to discuss the departmental report; the department chair will then leave the FTC to its deliberations unless specifically requested to reappear to answer questions or to provide additional information. If the FTC finds that the departmental tenure committee failed to follow adequately the prescribed procedures for compiling the Departmental Tenure File, it will attempt to reach an agreement with the department chair on how such inadequacies might be rectified.

The purpose of the FTC is to evaluate each candidate's overall suitability for tenure. To this end it will compile a confidential Faculty Tenure Committee File made up of all relevant materials relating to the tenure candidacy on file in the Office of the VPAA. The Faculty Tenure Committee File must contain outside letters of evaluation. At least three confidential letters of evaluation must be solicited by the VPAA from former students of the candidate and at least three confidential letters of evaluation from professionals outside the College in the candidate's field. These students and outside professional evaluators will be selected by the VPAA from lists compiled by the candidate in collaboration with the departmental chair. The requests to the outside professional evaluators must include a copy of the candidate's current *curriculum vitae* and copies of a representative selection of research, publications or creative work designated by the candidate. These requests must also indicate that the evaluation letters will be read by the Faculty Tenure Committee. The FTC may solicit whatever additional relevant and appropriate information relating to the candidate's suitability for tenure that it judges to be necessary for a full and fair review.

The VPAA will be an *ex officio* member of the FTC who will participate in the discussions and describe the contribution the candidate has made to the intellectual and community life of the College as a whole, but who will not be present at the time of the Faculty Tenure Committee's final deliberations and vote.

After studying all relevant materials in the candidate's dossier, the Departmental Evaluation File, and the Faculty Tenure Committee File, the FTC will vote by secret ballot on each tenure case on or before April 10. The Faculty Tenure Committee will then convey its recommendation to the President, the VPAA, the candidate, and the candidate's chair. The FTC will also provide the President and the VPAA a written summary of its deliberations, signed by all its members, as well as each candidate's Departmental Evaluation File and Faculty Tenure Committee File. The VPAA will make a separate recommendation on each tenure candidacy to the President.

After studying carefully the recommendations of the candidate's departmental tenure committee, the Faculty Tenure Committee, and the VPAA, the President will communicate his or her own recommendation to the Academic and Educational Policy Committee of the Board of Trustees at the time of the spring meeting of the Board. If the President's recommendation differs from that of the candidate's department or the Faculty Tenure Committee or the VPAA, the President must report those differing views together with the presidential recommendation to the Academic and Educational Policy Committee. The tenure candidate must be informed in writing of the final decision of the Board of Trustees concerning the awarding of tenure within 48 hours of the Board meeting. In accordance with the Board's decision, the ensuing academic year will constitute either the first year of appointment with continuous tenure or a terminal year.

IX. Continuing Review of Tenured Faculty *[Adopted by the Faculty in March 1996]*

All tenured faculty at Davidson College are reviewed annually for merit salary increases and, more extensively, five years after tenure and, thereafter, every seven years. All reviews occur in January. The purpose of the more extensive review is twofold: first, to help each faculty member evaluate progress and identify future areas and emphases of performance significant to the faculty member, the department, and the College; second, to assess how the College and department might better serve the faculty member's needs. The performance review occurs in three stages:

A. Each faculty member submits to the department chair and the VPAA the following:

1. A brief statement of faculty activities for the preceding five years (for the initial review) or seven years (for subsequent reviews), involving teaching, professional activity, and service. [Also, an updated curriculum vitae should be provided.].

2. *Reports on classroom visits by two faculty colleagues chosen by the faculty member. These reports will be available to the faculty member, the chair, and the dean for purposes of review and discussion.*

3. *A one-page summary of the faculty member's views of his/her past and projected performance, including the faculty member's assessment of how well the department and the College have served and stand to serve his/her goals and needs.*

4. *Course evaluations from the past year (please provide to the VPAA office).*

5. *A concise performance plan, developed jointly with the chair, for projected activities over the next seven years, emphasizing teaching and professional activity and including preferred courses and sabbatical plans.*

B. Additional steps and documentation:

1. The departmental chair discusses the above documents with the faculty member and then submits a one-page evaluation of the faculty member's performance over the past five or seven years to the faculty member and the VPAA.

2. For regular members of the Humanities Program, the chair of Humanities will consult with the appropriate semester director(s) and other Humanities staff who have worked with the faculty member subsequent to the last review. After a discussion with the faculty member, the Humanities chair will submit a one-page evaluation to the department chair and the VPAA.

3. Reviews of department chairs and the chair of the Humanities Program are coordinated by a full professor, agreed upon by the chair and the VPAA and if possible within the chair's department.

C. The above documents, in addition to the faculty member's course evaluations for the past year, provide the basis for a conversation between the faculty member and the VPAA, which the chair, at the faculty member's option, may also attend. The VPAA follows up the conversation with a one-page evaluation of the faculty member's performance, which the faculty member is then asked to sign. The documents from all three phases are placed in the faculty member's personnel file for reference at the next point of review. All documents pertaining to the review are to be kept confidential by the VPAA and department chair.

D. As part of the continuing review process, the VPAA reads each tenured faculty member's course evaluations in the fourth year after a seventh-year review.

X. Promotion to Full Professor *[Adopted by the Faculty in November 1996]*

A. Criteria for Evaluation. Promotion to full professor is an honor conferred on faculty who have made significant contributions to the College since having received tenure and who show promise of career-long distinction. Full professors should be teacher-scholars whose influence of mind and of person both informs their teaching and extends outside the classroom. Therefore, promotion to rank of full professor must be based on evidence of excellence in teaching, of scholarly achievement, and of continuing service to the College. Among these criteria, that of excellence in teaching remains both primary and essential.

B. Eligibility. Ordinarily, a faculty member is eligible for promotion to full professor no earlier than the sixth year after receiving promotion to associate professor. The candidate should have gathered useful information, through the first (five-year) review, about when he or she might expect to receive the recommendation of the department.

C. Procedure. Early in the fall semester, the department chair will review, with the full professors in the department, the qualifications of any tenured faculty whom either the chair, the Vice President for Academic Affairs, the individual, or a full professor in the department wishes to nominate for promotion to full professor.

Upon nomination for promotion, the candidate should submit to the chair by October 1 the following items toward completion of the Promotion File: an updated *curriculum vitae*; a brief cover letter addressing the candidate's own view of his/her qualifications for promotion; and selected evidence of excellence in teaching, of scholarly attainment, and of service to the College. The file at this point should contain no confidential letters submitted by the candidate's former or current students or by outside evaluators. Having reviewed the candidate's Promotion File to date, the full professors in the department will determine by majority vote whether to recommend the candidate to the VPAA for promotion. The candidate is informed by the chair of the decision, either yea or nay, within twenty-four hours.

If the candidate is recommended, the chair will forward to the VPAA by November 1 a letter of recommendation assessing the candidate's qualifications. The chair will invite tenured and untenured members of the candidate's department to submit brief evaluations that will be reflected in the chair's letter, or, alternately, to write letters of their own directly to the VPAA with copies to the department chair.

The recommended candidate's Promotion File is due to the VPAA by November 1 at which point the candidate also suggests to the VPAA the names of former or current students and of outside evaluators who will be asked to write confidential letters. Requests for those letters are made through the VPAA's Office. All confidential materials pertaining to the nomination will be sent directly to the VPAA's Office, where all materials pertaining to the review will be kept in confidence. A candidate who does not receive the department's recommendation can choose to continue the process by forwarding the Promotion File to the VPAA with a letter explaining why he/she would like to be considered for promotion.

The President's recommendation is made to the Board of Trustees, who render a final decision at their February meeting. The promotion is publicly announced directly thereafter.

In the event of a department chair's being nominated, a full professor in the department will initiate the discussion among the full professors in the department. Upon nomination of the chair, the VPAA will designate a full professor in the department to conduct the recommendation proceedings and to write a letter, in lieu of the chair's, assessing the chair's qualifications for the promotion.

If the candidate is in a department with no full professors, a full professor in a related department may nominate the candidate, at which point the chair of the candidate's department initiates the recommendation proceedings by notifying the candidate of his/her nomination. In unusual cases, such as a situation in which the chair is the nominee and the department has no full professors, the VPAA will designate a full professor in a related department to conduct the nomination and the recommendation proceedings and to write the letter of recommendation.

D. The Promotion File.

1. Evidence of excellence in teaching may consist of some or all of the following:

- a. student course evaluations.
- b. course evaluations/reports on the candidate's classes or other presentations by colleagues at Davidson or other institutions.
- c. no less than three nor more than five letters from former students.
- d. documents demonstrating commitment to developing the academic program, as evinced through designing new courses, revising existing courses, contributing to curricular review and to special academic programs (e.g., concentrations).

2. Evidence of scholarly achievement may consist of some or all of the following:

- a. publications in print; shows in exhibitions; concerts or performances; work in other public media.
- b. attendance at and contributions to professionally scholarly conferences in the candidate's field.
- c. no less than three nor more than five letters from scholars outside the College attesting to the candidate's contributions to the scholarly field or creative area.
- d. other information that the candidate and the VPAA deem useful.

3. Evidence of service to the College is provided mainly through the candidate's *curriculum vitae* and the letter written by the chair. Upon the candidate's request, others may also be invited to add information pertaining to the candidate's contributions in this area.

Dates and Deadlines for Tenure Process 2005-06

September Department chair or chair of departmental tenure committee and candidate meet with the VPAA to discuss the process and schedule.

**September -
December 15** Candidate compiles dossier (due Thursday, December 15).

- September - January 22** Department chair compiles a separate collection of materials known as the Departmental Evaluation File, which consists of confidential evaluation documents and is open only to the candidate's departmental tenure committee (by January 21).
- October 3** Deadline for letter from VPAA informing faculty of candidates being considered for tenure.
- September - January** Faculty Tenure Committee meets with VPAA who shares background information on the tenure candidates and their contribution to the life of the college.
- November 1** Deadline for candidates to provide VPAA with names and addresses of at least four outside professional reviewers and at least four former students, along with six copies of both a current *c.v.* and a representative selection of research, publications, or creative work.
- December 15** Deadline for candidate dossier to be made available to all faculty in the Office of the VPAA.
- January 20** Deadline for unsolicited letters for candidates to the department chair for inclusion in the Departmental Evaluation File.
- January 21** Deadline for Departmental Evaluation File to be made available to the departmental tenure committee.
- February 2-3** Each candidate meets with the Trustee Committee on Academic and Educational Policy. Appointment is made by the VPAA Office. [Trustee requirement.]
- * February 10** Deadline for meeting and vote of the departmental tenure committee on the tenure candidate. Chair will convey the decision of departmental tenure committee to the candidate in writing within 24 hours of the decision.
- * February 22** Deadline for completed Departmental Evaluation File to be forwarded to the Faculty Tenure Committee (by way of the VPAA Office).
- February - March** Department chairs meet with the Faculty Tenure Committee to discuss departmental reports.
- * On or before April 3** Deadline for Faculty Tenure Committee to vote on each tenure case. Faculty Tenure Committee conveys its recommendation to the President, VPAA, candidate, and candidate's chair. Note: VPAA makes separate recommendation to the President on each tenure candidate.
- April 7** Recommendations are presented through the Trustee Committee on Academic and Educational Board of Trustees Meeting Policy to the full Board of Trustees for approval. Tenure candidate is informed in writing of the decision within 48 hours of the Board meeting. Candidates normally receive the letter in a meeting with the VPAA on afternoon of the conclusion of the Trustee Board meeting. The appointment is made by the VPAA Office.

[Summary Calendar prepared by the Office of the Vice President for Academic Affairs and Dean of Faculty]

*** Given the high number of tenure cases for the 2005-06 academic year, these dates are earlier than mandated in the Code of Faculty Evaluation. The VPAA and the Faculty Tenure Committee hope that departments will be willing to accommodate these changes.**

Sample Memorandum to Candidate for Tenure
[from the Vice President for Academic Affairs and Dean of Faculty]

September xx, 2005

Memorandum to: (Name of tenure candidate)

From: Clark G. Ross

Re: Procedures

I am writing to remind you of several matters pertaining to your forthcoming tenure review at the College.

1. Please begin working with your department chair to compile a dossier of non-confidential materials. One copy should go to the Department, the other to the Office of the Vice President for Academic Affairs by December 15 for perusal by any interested faculty member. This dossier should include:

- ◆ an updated *curriculum vitae*
- ◆ course syllabi and representative student tests and exams
- ◆ copies of annual reports of faculty activities
- ◆ copies of all published work and/or artistic or scientific work as well as evidence of work-in progress deemed appropriate by you
- ◆ published reviews of your writings, exhibitions, or performances
- ◆ any other relevant material

2. Please work with your department chair to compile the departmental evaluation file so that it can be made available to the Departmental Tenure Committee by January 21.

3. Please supply the Office of the Vice President for Academic Affairs by November 1 with the names and addresses of at least four former students and at least four professionals outside the College but in your discipline. [Note: Your department may not solicit an assessment from the individuals whom you identify for this office.] I will write to at least three from each group for the confidential letters of evaluation to be reviewed by the Faculty Tenure Committee and the President. For these outside letters, please provide me with **six copies** of your current *c.v.* and **three copies** of a representative selection of research, publications, or creative work that can be sent out for review.

4. Please read carefully the new Section VIII of the Code of Faculty Evaluation Procedures and feel free to discuss any points with your department chair or with me.

5. Please plan to be available to meet with the Trustee Committee on Academic and Educational Policy on Thursday or Friday, February 2-3, 2006. Ms. Gardner will schedule your appointment.

Please do not hesitate to contact me if you have any further questions as your review proceeds.

cc: department chair

Sample Letter to Evaluators of Candidates for Tenure
[On VPAA letterhead]

November xx, 2005

Name
Address

Dear _____,

During this academic year, Professor (candidate's name) will be considered for continuous tenure at Davidson College. Our code of faculty evaluation mandates that high quality teaching is a necessary condition for tenure. Additionally, recognized professional activity and college/community service are important evaluation criteria. With respect to professional activity and scholarship, our code states that the quality of work should be considered more important than the quantity of activity.

Professor (last name) has indicated that you are in a position to comment on the quality of (his/her) professional work and competence. I hope that you will take the time to accept this invitation to provide me with your candid assessment of Professor (last name)'s work. Your response will be available only to the three faculty members on our College-wide tenure committee, the President of the College, and the Dean of Faculty. I am providing you with a current *curriculum vitae* for Professor (last name), as well as with other materials that (he/she) thought would be helpful to you in your assessment. If possible, I would like to receive your letter by Friday, January 6, 2006.

We truly appreciate your willingness to participate in this important process.

Sincerely,

Clark G. Ross

enclosures – as stated

Sample Letter to Outside Student Evaluators
[On VPAA letterhead]

November xx, 2005

Name
Address

Dear _____,

During this academic year, Professor (candidate's name) will be considered for continuous tenure at Davidson College. Our code of faculty evaluation mandates that high quality teaching is a necessary condition for tenure. Additionally, recognized professional activity and college/ community service are important evaluation criteria.

Professor (last name) has indicated that you, as a former student or advisee, are in a position to comment on the quality of (his/her) teaching. I hope that you will take the time to accept this invitation to provide me with your candid assessment of Professor (last name)'s teaching. Feel free to comment on different aspects of teaching (i.e., classroom work, assignments, outside help, advising, and research direction). Your response will be available only to the three faculty members on our College-wide tenure committee, the President of the College, and the Dean of Faculty. If possible, I would like to receive your letter by Friday, January 6, 2006.

We truly appreciate your willingness to participate in this important process.

Sincerely,

Clark G. Ross

enclosure: *curriculum vitae*