

## **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.