

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.