

FAC 443.2 Comprehensive Evaluations

Comprehensive evaluations take place in the third year of employment and in the years in which a faculty member applies for tenure and/or promotion. Following the granting of tenure, a comprehensive evaluation takes place in the third year, in the year when the faculty member applies for promotion, and otherwise at five-year intervals. In addition, Faculty Review Committee can require additional comprehensive evaluations if a faculty member's regular summative review or comprehensive evaluation has raised serious concerns about the faculty member's performance.

The purpose of the comprehensive evaluation in the third year of employment and the years of application for tenure or promotion is to ensure that the faculty member meets McPherson College's standards for teaching, scholarship, participation, and service at a level that merits advancement to the next stage of employment. The purpose of the post-tenure comprehensive evaluation is to encourage experienced faculty to reflect upon their current standing as a teacher and model of the college's mission and to create a plan for continued growth in their teaching, scholarship, participation, and service.

443.2.1 Comprehensive Evaluation Materials

Academic Affairs provides Faculty Review Committee with the same materials provided for summative reviews. However, some additional material is required of faculty members undergoing comprehensive evaluation.

The following materials are provided by Academic Affairs and the CAO:

1. A classroom observation report provided by the Chief

Academic Officer or designee. The observation visit will be scheduled for a class and date mutually acceptable to the faculty member and the observer. The classroom observation is guided by a rubric based on McPherson College's "Elements of Professional Practice Checklist" (see Appendix 12).

2. Student course evaluations for all courses, administered in the final weeks of each semester. Summary reports of student evaluations are available online to both FRC and the faculty member.
3. An evaluative letter from the department chair that addresses the faculty member's knowledge of content and pedagogy, course design and preparation, and any other information related to the faculty member's classroom performance, collegial relationships, and responsibilities to the department. This evaluation is solicited by the CAO. In the tenure year, this evaluation shall also address institutional need for the position (see FAC 402).

The following comprehensive evaluation materials are prepared by the faculty member and submitted by October 15:

1. Professional Development Plans (PDPs) from the past three years.
2. A self-evaluation of 5-10 pages that discusses the faculty member's growth in the areas of teaching, scholarship, participation and service. More information on suggested content for the self-evaluation and evaluation criteria is provided below in Section 443.2.2 Comprehensive Evaluation Criteria.
3. Two to four representative course syllabi. When possible, the faculty member should select syllabi from a range of courses, for example, syllabi from general education or lower-level courses and syllabi from upper-division courses for majors.
4. A detailed, current curriculum vitae. The CV should

include (along with the usual information about professional life) courses taught, committee work, college and community service, and professional development activities.

5. At the faculty member's request, the comprehensive evaluation may also include an interview with Faculty Review Committee. The CAO facilitates the interview and provides for a written record of the interview.

443.2.2 Comprehensive Evaluation Criteria

Comprehensive evaluations prioritize the faculty member's classroom performance, but the comprehensive evaluation also gives attention to the faculty member's scholarship, participation, and service. These criteria are listed in Domains II–IV in the Elements of Professional Practice for McPherson College Faculty (Appendix 12). In the self-evaluation, the faculty may rank these final three criteria, so that Faculty Review Committee may give more or less weight to those criteria, depending upon their rank.

In addition to the Elements of Professional Practice, the following list of suggested content may guide faculty members in the development of their CEM self-evaluation. (And so may Part II of their PDPs. See Section 441.2.1 above.)

Teaching and Learning. Effective teaching is the faculty member's most important function at McPherson College. In reflecting upon this primary criterion, the faculty member might discuss:

- Trends observed in student evaluations
- New methods or changes in teaching style that have improved (or failed to improve) student engagement or learning
- Data or observations regarding student learning
- Formal professional development, such as attendance at a conferences or workshops aimed at developing teaching

skills or reading or viewing work on the art and science of teaching

- Informal professional development, such as peer observations or time spent with a mentor

Scholarship. McPherson College takes a broad view of scholarship consistent with Ernest Boyer's four categories of scholarship: the scholarship of discovery, integration, application, and teaching.[\[1\]](#) In addition to scholarly publications and presentations, examples of scholarship might include:

- Familiarity with recent developments in the field
- Active participation in an online platform or listserv for peers in the field
- Involvement in professional organizations
- Completed coursework toward another degree or minimum faculty qualifications
- Completion of online courses
- Maintaining a blog on issues related to the field
- Incorporation of new techniques or ideas into the faculty member's work at the college
- Development of new or substantially revised courses or curricula
- Development of innovative teaching materials/strategies
- Support or development of community activities connected to the academic discipline
- Media contributions (newspaper, magazine, etc.)

Participation. Community and the individual's responsibility to others are core values at McPherson College. Participation in the college community might include:

- Constructive participation in faculty, division, and department meetings; committees, task forces, and work groups; program reviews; strategic planning; etc.
- Representation of the college to off-campus groups
- Contributions to responsible academic advising

- Sponsoring clubs or co-curricular events
- Cooperation with admissions events such as Visit Days, Presidential Scholars, and Enrollment Days and making oneself available to meet with prospective students
- Participation in or attendance at college functions and events such as lectures, athletic contests, and music and theater productions
- Collegiality and effective collaboration and cooperation with colleagues.

Service. As an institution affiliated with the Church of the Brethren, McPherson College values service as an ethical and theological imperative that makes visible the love of God. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others. Examples of service may include

- Leading college service work-teams or volunteering for service trips or projects
- Organizing or participating in efforts to help the hungry, homeless, and otherwise marginalized
- Volunteering for service of any type, such as delivering Meals on Wheels or canvassing for United Way
- Volunteering service to the college in leadership positions, such as department/division/faculty/committee chair
- Volunteering to prepare reports not required by the faculty member's duties
- Filling leadership roles in or participating in church, civic organizations, or local or state government
- Involvement in informal or formal efforts at community betterment

443.2.3 Comprehensive Evaluation Procedures

Third-year comprehensive evaluations. Comprehensive evaluation materials must be submitted by October 15. Faculty Review Committee will complete its evaluation of third-year faculty

members and forward its recommendations to the President by January 15. By February 15, third-year faculty members shall receive FRC's Faculty Evaluation Report, including one of three possible decisions:

1. A notice of "satisfactory progress toward tenure" and a one-year letter of employment. While not constituting a promise of tenure and not indicating that a tenure decision has been made, such a letter does indicate that the faculty member is progressing satisfactorily toward a likely eventual grant of tenure, assuming equally satisfactory future progress and continuing institutional need for the position;
2. A one-year letter of employment, with conditions stated for further growth to maintain employment; or
3. A notice of nonrenewal and a one-year terminal letter of employment.

Comprehensive evaluations for tenure and promotion. Letters of application for tenure and/or promotion must be submitted to the CAO by October 1 of the review year. CEMs are due by October 15; department chair evaluations, by November 1. FRC will complete its evaluations of candidates for tenure and/or promotion and forward its recommendation to the President by December 15. By March 1, candidates shall receive notification of one of three possible recommendations by the President to the Board of Trustees:

1. Recommendation for tenure;
2. A one-year continuing letter of employment under special circumstances, with continuation after this letter of employment subject to review by Faculty Review Committee; or
3. Notice of non-renewal and a one-year terminal letter of employment.

Following the spring meeting of the Board of Trustees, candidates shall receive final notice about the tenure and/or

promotion decision.

Post-tenure comprehensive evaluations. CEMs are due by October 15. FRC completes post-tenure evaluations by March 1. By March 15, the CAO will communicate one of two possible responses:

1. A statement that the faculty member is continuing to provide excellent service to the college; or
2. A statement of concerns needing attention or suggestions for further growth.

[\[1\]](#) *Scholarship Reconsidered: The Priorities of the Professoriate.* The Carnegie Foundation for the Advancement of Teaching, 1990. 15-25.