

## Materials for the evaluation file

Evaluation for pre-tenure contract renewal, tenure and promotion require preparation of an evaluation file. A clear and concise evaluation file is preferable to one containing redundancies. The faculty member is responsible for assembly of this file and is the only individual who can place materials in the file except for evaluative letters (and responses, if any, to such letters) prepared by the department chair, College Evaluation Committee, provost, president and the Board of Trustees. The Office of the Provost is responsible for seeing that letters are placed in the file at the appropriate times in the process. The file is distinct from the personnel file. Only those materials listed below may be included in a file and they must be presented in the order given. The specific materials to be included in a faculty member's file when evaluated for contract renewal, tenure, or promotion are subsets of this list as described in section J.

### 1. Recommendations from evaluators

Following an evaluation, letters by groups involved in the faculty evaluation process (section H, a through f) will be added to the faculty member's evaluation file by the Office of the Provost and will be placed before the CV.

### 2. A current CV

There will be no limit on the number of pages for the CV but it should not describe service or courses taught, as these are more appropriately included in the comprehensive self-report.

### 3. A comprehensive self-report

In this report the faculty member reflects on his teaching, mentoring process, scholarly, professional and/or creative activities, and scholarship, service to the College and goals for the future in a suggested maximum of 3000 words.

### 4. Cross-disciplinary study area participation

Faculty members who have significant participation in cross-disciplinary study areas, may elect to have a letter of evaluation from the coordinator of the relevant area(s) included in the pre-tenure review, tenure, promotion, and/or post-tenure review evaluation file.

### 5. Provost's evaluations of cross-disciplinary coordinators

The provost's office is expected to provide evaluative letters at each of these milestones for the coordinators of the cross-disciplinary study areas.

### 6. Colleague evaluation letters

The candidate may elect to include letters of evaluation prepared by colleagues that can focus on any area of a candidate's performance about which the evaluator is well informed. These letters can be solicited from junior or senior faculty within the College community and can focus on a person's scholarship, teaching, service or other features of the faculty member's professional performance.

### 7. Student evaluation letters

The candidate may elect to include letters of evaluation from students with whom the candidate has interacted in any capacity. These may include former students or advisees. Students should not be asked for a letter while they are currently taking a class from the candidate.

### 8. Letters from professionals outside the College community

In the case of an individual standing for promotion to professor, two letters assessing the candidate's scholarship must be solicited from beyond the College community. The faculty member in consultation with the department chair, will compile a list of at least four professional peers from outside the College. The provost will select two people from the list and will request each to evaluate the faculty member's scholarship.

### 9. Materials documenting teaching

a. Classroom teaching evaluations (College's approved student evaluations)

Instructor reports of the College's approved student evaluations for the four semesters preceding the evaluation must be included in the evaluation file. The faculty member may include the reports from all semesters preceding the evaluation. Individual student response forms must not be placed in the file. Additional evaluations generated by the instructor for personal assessment purposes must not be included.

b. Narrative evaluations of teaching by students

The purpose of the narrative evaluations is to obtain a comprehensive picture of the faculty member's teaching ability. In two out of the three semesters preceding the evaluation (for tenure or for promotion to professor only), students in each of the faculty member's classes will be asked to submit a written statement concerning the person's teaching ability. The faculty member may request these narrative evaluations from students in any two of the three semesters preceding his/her evaluation but all courses must be evaluated in each of the two semesters selected. The person administering the narrative evaluations will be either the department chair or a teaching colleague, and such person will inform students of the purpose of the evaluation and of the way in which the collected information will be used. The statements will be added to the evaluation file.

c. Course material

Because of the high value that St. Mary's places on teaching and the ability to understand a faculty member's approach to teaching through classroom materials, the candidate should select a representative number of documents such as syllabi and assignment sheets to include in the file. This small portfolio should avoid repetition of documents that are very similar or the same, show how the candidate's pedagogical approaches have evolved over time, and give a sense of the breadth of classes taught (for example, where applicable, both upper- and lower-level courses, and experimental and cross-disciplinary study area courses).

## 10. Materials documenting scholarly, professional and/or creative activities

These materials may include:

- a. scholarly publications;
- b. papers presented at professional meetings;
- c. articles on creative and intellectual topics in journals, magazines, or newspapers;
- d. documentation of exhibitions, creations, performances, and presentations;
- e. additional material such as announcements or reviews relevant to a person's literary, artistic, dramatic and musical creations, exhibitions, performances and presentations;
- f. writings on educational issues; textbooks and other books of an intellectual character authored or edited by the person;
- g. documentation concerning the development and organization of scholarly symposia, conferences, or other events that enhance the intellectual life at or outside the College and concerning addresses delivered at such events;
- h. consulting or adjudicating reports of a professional nature and reviews of professional work;
- i. external grant proposals; information concerning study or training that expands the competence of the faculty member into new areas;
- j. information regarding other expressions of continuing professional involvement and growth;
- k. documentation of recognition by peers at or outside the College of the faculty member's professional work; and
- l. other information that the faculty member deems pertinent.

## 11. Materials documenting service to the College

In the semester preceding the evaluation, the advisees of the faculty member will fill out a questionnaire concerning their advising experiences. The Chair of the department will administer the questionnaire and a summary of this information will be placed in the evaluation file.

## 12. Materials not to be included in the evaluation file

The evaluation file may not contain yearly self reports, employment contracts, duplicates of documents (e.g. page proofs in addition to the published article), or raw data from supplemental self-designed classroom teaching evaluations (i.e., the actual response forms).