




Office of the Provost

Memorandum

TO: Deans, Associate Deans and Department Chairs/School Directors
[Please distribute copies to all PRC chairs and all candidates for promotion and/or tenure, for reappointment review, or for probationary review]

FROM: William Morgan, Vice Provost for Faculty Affairs 

DATE: March 27, 2019

SUBJECT: Dossiers and Related Issues for Tenure/Promotion and Reappointment Reviews

This annually updated spring memo is intended to help guide the preparation of “final” dossiers to be presented next fall for review—by September 1 for tenure/promotion and lecturer reappointment reviews, October 7 for all probationary reviews.

Beginning this year (as was announced in last year’s annual memo), reviews will be done using eDossiers through the revised Faculty180 system, now managed by Interfolio. The trial conducted this past year for third year probationary reviews proved successful, and we have incorporated the helpful feedback into a revised format that will make both the candidate creation and reviewer reading and reporting access more user-friendly. In early July, we shall distribute instructions on how to access the new platform for both uploading and reviewing purposes. In addition, each dean’s office and the Provost’s office will have an associate dean or staff person trained to answer any technical questions you may have - content questions will continue to be handled by PRC and department chairs.

A few faculty candidates have expressed a desire to prepare the traditional notebook and paper dossier. For the next year or two faculty may petition the Provost for permission to do so, giving the reason for this preference and attaching the signed endorsement of the college dean.

For this year the April preliminary brief dossiers will be submitted following the standard guidelines for each college.

- A. The April dossier. “Preliminary dossiers” are due the first Monday of April and must be presented by candidates for tenure and promotion only. These dossiers serve the purpose of guiding the selection of five external reviewers who have expertise to judge the candidate’s scholarly materials and also have an appropriate “arm’s length” relationship to the candidate. Normally this dossier contains 1) a current Curriculum Vitae, 2) a personal summary statement (see below for suggested content); and 3) reprints/reproductions or URL links for all peer-reviewed publications and other scholarly or creative products that the candidate considers suitable for external review. These materials should be restricted to work produced during the period of activity to be reviewed.

- B. The CBA. Familiarity with the principles and rules for faculty review, as stated in Article 12 of the CSU-AAUP CBA (and the analogous section of the LS-AAUP CBA for the Law School), is essential for all candidates and their reviewers--for the most part these points will not be repeated here. Please see the appended calendar of key faculty contract events.
- C. Early reviews. In recent years a relatively new issue has arisen related to the interest of some faculty in seeking early promotion, defined here as requesting a tenure review prior to one's sixth year of service (including any possible service credited from another institution), a full professor review prior to the completion of five years in associate professor rank, or a senior lecturer/full professor of practice review prior to one's 9th year review. Presenting a record of sustained performance clearly above the threshold levels expected in teaching, scholarly or creative activity, and service is difficult and exceptional within a compressed time frame. For example, while it is possible that a new faculty member with a significantly reduced probationary teaching load may compile a strong record of scholarly accomplishments in less than six years, the reduced number of courses may not provide enough longitudinal data to assess full teaching competence at both the undergraduate and graduate levels. Accordingly, the Provost's office recommends that candidates considering "going up early" should do so only after careful consultation with their department chair, PRC chair, and dean's office. We further recommend that these three should only grant their approval and consent for an early review to candidates who demonstrate a record of sustained performance that is clearly above the threshold levels expected in teaching, scholarly or creative activity, and service. Keep in mind, however, that the current CSU-AAUP or LS-AAUP (for Law) Collective Bargaining Agreement contains no restrictive statements regarding the early review option.
- D. Final dossier/eDossier content. What follows are suggested guidelines for the content and structure of dossiers. Previously the amount of content was restricted by what would fit into a 6-inch notebook binder, or alternatively, what careful reviewers realistically should be expected to read to make a fair judgment of the application. Presented here is the set of sections that comprise the eDossier structure (as used in last year's trial). For each section, you will create an electronic file that you will store on your computer and then upload to the eDossier once it is finalized.

List of Sections in a Probationary, Tenure/Promotion, or Reappointment Dossier

Material supplied by candidate (1-8)

1. Introductory Materials

- a. Current CV
- b. Signed Copy of Appointment Letter of Intent (LOI) (for all but full professor candidates)
- c. Tenure/Promotion/Reappointment Guidelines of Department/School or College
- d. Other

2. **Personal Summary Statement.** This should be a succinct (suggested ten pages maximum) overview and self-assessment of the significance of one's instructional, scholarly/creative, and other professional accomplishments and associated future plans, suitable for both one's internal and any external reviewers.

3. **Teaching Report.** Candidates must be sure that the evidence they present is convincing. Student evaluations are important, and this year we have attached the university policy on student evaluations (see first paragraph) for your assistance. Peer and department chair assessments based on classroom/laboratory visitations are essential supplements to student evaluations. These should be longitudinal, based on a number of classroom visitations, rather than impressions recorded of a single visit. In addition, candidates might present copies of particularly useful syllabi and essays that they may have written about teaching. Candidates should also be sensitive to national accreditation standards regarding student outcome assessment; contributions to departmental activities in this area should be highlighted. Appended are further recommendations on how to document full competence, exceptional achievement, sustained excellence, or long-term and outstanding record of distinguished teaching, whichever is applicable.

- a. Teaching Statement. Concisely describe one's teaching activities, referencing and explaining the evidence in the sections b-e.
- b. Peer Observation Reports
- c. Student Evaluations (table with Blue/SEIQ Scores)
- d. Syllabi
- e. Other

4. Research/Scholarship/Creative Activity Report

a. Research/Scholarship/Creative Activity Statement.

Beyond the overview presented in the personal statement, present a brief summary of the content and significance of each publication or other creative product, referencing the content in the next section (b) as appropriate.

b. Other. For publications/activities on which the candidate is a co-author/co-collaborator, include here a statement from the senior/corresponding author or team leader explaining the nature of the candidate's contribution. Include evidence of the professional eminence and readership of one's publication venues.

5. Service Report

- a. Service Statement. A short narrative with evidence that documents being an effective university citizen, professional community outreach, and/or significant professional association activity.
- b. Other. This may include letters acknowledging a significant external service activity.

6. Awards/Recognitions

List all awards in one document and upload in this section.

- 7. eFAAR Information Record.** This information will be prepopulated for the relevant review period (e.g. first two years for third year reviews) but can be edited or deleted as desired by the candidate.
 - a. Teaching: Courses Taught. Includes credit hour and enrollment information.
 - b. Scholarly Contributions and Creative Productions
 - c. Advising Load
 - d. Grants
 - e. Professional Development
 - f. Institutional Committees
 - g. Other Institutional Service
 - h. Community Service/Engagement Activity
 - i. Outside Service to the Profession
 - j. Research Independent Study Supervision
- 8. Prior Probationary Review Letters**
 - a. Reports from 3rd Year Review - assistant professors only
 - b. Reports from 4th Year Review - assistant college lecturers/professors of practice only
 - c. Reports from 5th Year Review - assistant professors only

Material inserted during review process (9-11)

9. Reviewer Inserted Material, if any

- a. Materials
- b. Candidate Response (Optional)

10. External Reviews. For tenure/promotion and full professor dossiers only. Five letters are required, with evidence presented of the relevant expert and “arm’s length” qualifications of each, and of the selection process that was used. Completion of this section is the responsibility of the PRC chair—the materials are inserted in this section after the candidate submits the final dossier. See appended guidelines.

- a. External Review Letters
- b. Reviewers CV/Statement of Qualifications
- c. Statement of Process used to select/recruit reviewers

11. Internal Review Letters. These recommendations should first present the decision or vote (for-against-abstained-recused) outcome and then proceed to document this conclusion. The most useful recommendations are well-thought-out assessments of the strengths and weaknesses of the candidate in teaching, research, service, and if appropriate, intellectual leadership. A good recommendation, in short, will not only comment on the quantity of a candidate's work but will also offer a considered judgment of its quality.

- a. DPRC Recommendation, if applicable
- b. Chair’s Recommendation
- c. CPRC Recommendation
- d. Dean’s Recommendation
- e. UPRC Recommendation, if applicable

- f. Additional UPRC Material Submitted, if applicable
- g. Provost's Recommendation, if applicable

I look forward to working with each of you on this important matter in the months ahead.

Appendices:

- A. Teaching Evidence. Two "classic" UPRC statements (1.1995; 2. 2008)
- B. External Reviews. Checklist for Peer Review Committee Letter Soliciting External Reviews;
Sample Letter to External Reviewers
- C. Student Evaluation Policy

Link to 2012 University Task Force Report on Tenure and Promotion:

<https://mycsu.csuohio.edu/ResourceCheck/VerifyServlet?loc=/committees/promotiontenure/>

cc: Jianping Zhu, Provost and Senior Vice President for Academic Affairs
University Peer Review Committee

APPENDIX A

1. SOME EXPECTATIONS ABOUT A TEACHING TRACK DOSSIER

(Recommendations by the University Personnel Committee January 1995)

Assumption: Gaining promotion from Assistant Professor to Associate Professor with tenure should be attainable but should not be considered an easy or inferior track.

Guiding Principles for Dossier Review: Two guiding principles for teaching track dossier review that are analogous to those currently used in the scholarship track are that the candidate must demonstrate that his/her teaching is an intellectually demanding activity, and that some product must be available for peer review. In addition, documentation of outstanding classroom performance and appropriateness of teaching materials should be provided. The dossier should also address the candidate's contribution to departmental activities with regard to student outcome assessment and eLearning, if appropriate.

Teaching as an Intellectually Demanding Activity: Excellent teaching is intellectually challenging because it requires thoughtful preparation and planning, on-the-spot classroom performance, and serious reflection about this preparation, planning and performance. When reading a dossier, the reviewers should be able to recognize and appreciate this intellectual activity.

A teaching portfolio would be the basis for demonstrating this. This portfolio should not be just a laundry list of "things I did in my classroom" but should reflect some coherence of ideas and activities. This requirement could be demonstrated in a number of ways. For example, the candidate could articulate his/her teaching philosophy and explain how it relates to his/her classroom performance. Or, the candidate could document how his/her contributions to pedagogy have changed over time because of recent theory, research, and/or reflection on his/her own practice.

A Product for External Peer Review: Promotion on the basis of teaching should require a product, beyond classroom teaching, that can be peer-reviewed in a similar manner to the review of scholarship. The product could be journal articles about some aspect related to one's teaching but could also include curriculum-related products (including software and textbooks) and funded external grants related to teaching. In other words, the candidate needs to demonstrate his/her contributions and the impact of those contributions to the pedagogy in his/her discipline. The range of acceptable journals should be broad.

External peer reviewers selected for evaluation of a teaching dossier should have expertise in college teaching. The criteria traditionally used for selecting external peer reviewers stress expertise in traditional scholarship, but this scholarly distinction may not necessarily be relevant when evaluating excellence in teaching.

Documentation of Classroom Performance: Classroom performance should be evaluated by a reliable and valid student evaluation instrument. This should also include systematic peer evaluation by CSU faculty. Departments and Colleges need to institute consistent policies for both student and peer evaluation.

Evaluation of Classroom Materials: The materials used in the classroom should be evaluated by multiple peers to judge whether the syllabi are comprehensive, the readings reflect current knowledge in the field, and the assignments and tests are appropriate. Generally, this review could be conducted by colleagues at CSU, but in rare cases some courses are so specialized that peers with expertise in the area may have to be sought from other institutions.

2. SOME RECOMMENDATIONS CONCERNING DEMONSTRATION OF "FULL COMPETENCE", "EXCEPTIONAL ACHIEVEMENT", OR "SUSTAINED EXCELLENCE" IN THE AREA OF TEACHING

(Recommended by the University Peer Review Committee, spring 2008)

Since teaching is a sine qua non for promotion and tenure, you should seriously consider including the following information in your dossier, whether or not teaching is your major area of strength:

1. A complete list of all courses taught at CSU (and elsewhere, if they are part of the information for your probationary period). Indicate whether each course is at the undergraduate or graduate level (or both).
2. Copies of syllabi for the latest offering of each course. (Include older syllabi only if you are making a case for course improvement in one or more courses).
3. Summaries of student evaluations for all courses taught. These evaluations should be presented in summary form--the raw unstructured student responses should not be in the dossier--and be discussed on a comparative basis (e.g., comparison with your departmental colleagues and/or the College and/or the University). One would normally expect scores at or above the department mean, and one would also normally expect to see improvement over time. Scores in new or innovative courses may not be high, and thus the type of course being evaluated should be taken into account- it is your responsibility to provide such an explanation if you feel it to be appropriate.
4. Longitudinal peer evaluations of your teaching in more than one course. These evaluations should be based on direct observation by colleagues at multiple meetings of each class. Furthermore, these evaluations should be longitudinal (extending over several years, not just the year in which you apply for promotion).
5. Demonstrated evidence of teaching large introductory-level sections in an effective manner.
6. Evidence of development of new courses or workshops and/or the substantial redesign of existing courses.
7. Evidence of effectively advising students on an extensive basis on academic matters and career possibilities.
8. Highly effective non-classroom instructional/supervisory activities (dissertations, theses, clinical supervision, independent study, tutorials, training and supervision of teaching assistants).
9. Accounts of innovations in curriculum and/or delivery systems (e.g. eLearning).
10. Demonstrated evidence of the incorporation of student outcome assessment measures into course syllabi.

If you are considering designating teaching as your area of strength, you should be aware that attitudes toward this option vary considerably across the University; you would be well advised to speak with colleagues in your department and College and take into account their advice in making this decision. If your chosen area of strength for promotion to associate professor is teaching (which requires evidence of "exceptional achievement" in teaching), or if you are seeking promotion to the rank of professor (which requires evidence of "sustained excellence in teaching"), you will need to demonstrate a higher level of achievement in teaching than simply "full competence". After all, most college professors consider themselves to be excellent teachers. The case you make will need to be especially rigorous.

The following list indicates various types of information that might help you do so. It is meant to suggest some of the means by which a case for high performance in the area of teaching might be documented and argued. It is not meant to be a rigid inventory of prescriptions, and no single candidate would be expected to document effectiveness in every area—

- a. Published journal articles about some aspect of your teaching (such articles would be documented in the same fashion as other professional publications);
- b. Curriculum products (e.g., textbooks, software, simulations, exercises) that have been published or adopted by others;
- c. Funded grants related to teaching (such grants would be documented in the same fashion as research grants).
- d. Detailed accounts of courses developed for and offered via eLearning modalities (e.g. web-based, hybrid, and/or IVDL).
- e. Descriptions of course modifications made for the purpose of participating in Learning Communities at CSU.
- f. Descriptions of co-teaching activities, including statements from one's co-teachers regarding course design and division of labor.
- g. Requests for teaching assistance from others (e.g., teaching consultations, teaching demonstrations).
- h. Examples of students who have excelled in your field in advanced courses or after graduation due to your influence.
- i. Demonstration of significant course redesign that has resulted in excellent student learning outcomes.
- j. Awards for excellence in teaching by the College, University, or professional organizations.
- k. Significant innovations and applications of technology and eLearning (beyond the mundane level).
- l. Statements about your teaching achievements from administrators and peers at CSU and elsewhere.
- m. Self-reflections about philosophy, growth, and improvement as a teacher (the CSU Center for Faculty Excellence offers a program to assist with this process).

Teaching portfolios have been recommended as one way of documenting excellence in teaching. You may want to review *The Teaching Portfolio: Capturing the Scholarship in Teaching* (1991), by Edgerton, Hutchings, and Quinlan (Washington, DC: American Association for Higher Education).

APPENDIX B

CHECKLIST FOR PEER REVIEW COMMITTEE LETTER SOLICITING EXTERNAL REVIEWS

Several issues have come to the attention of the University Peer Review Committee with regard to the letters to external reviewers who will evaluate the scholarship or teaching credentials of candidates for promotion/tenure. The checklist below is to alert the Departmental PRCs, or the College PRCs where there are no departmental PRCs, to these issues. These are issues which the PRC must address in drafting the letter to the outside reviewer.

1. **Selection of External Reviewers.** The candidate may provide the PRC with the names of recommended external reviewers. The PRC will independently develop an additional list from among authorities in the candidate's field of expertise. The PRC may consult the department chair/school director as appropriate. A completed list of external reviewers will be submitted by the PRC to the candidate, who may advise the PRC that some of the names should be deleted if he/she feels the suggested reviewer is not qualified to render an objective assessment. The process of identifying suitable reviewers is expected to be a collegial and collaborative process between the candidate and the PRC. However, according to Article 12.12 C (I) of the collective bargaining agreement it is the responsibility of the PRC to obtain external reviews. A minimum of five external reviewers will be identified by the PRC from the candidate's and PRC's lists of names to review the candidate's materials. Normally, one would not expect to see more than one reviewer from the same department within a given institution for any single candidate.

2. **Confidentiality.** Since letters from external referees become part of a candidate's dossier, and since the dossier is considered to be a public record, confidentiality may not be promised to external reviewers.

3. **Scholarly and Pedagogical Contributions.** Letters are to request evaluations of the candidate's scholarly and/or pedagogical contributions to the field. Comments on the candidate's service are appropriate only if the reviewer knows of them from personal experience. It is not appropriate to ask whether the candidate would be promoted at the reviewer's institution or any other university.

The UPRC prefers reviewer comments which are explicit as to the significance and influence of the candidate's work on his/her discipline and detailed as to the nature of the contribution.

4. **Materials Sent.** It should be clear to all parties what materials are sent to the reviewers. The reviewer should receive enough scholarly or teaching materials to be able to evaluate the candidate's contribution, but not so much that the reviewer has to waste a lot of time wading through the materials. Elements of scholarly productivity or teaching effectiveness, which are essential to the case, should be included, and the selected list should certainly be checked with the candidate for completeness.

5. **Reviewer Impartiality** (see further detail in the 2012 Report of the University Task force on the

Application of Promotion and Tenure Standards and Processes). The reviewer cannot have been a co-author or collaborator on any project with the candidate; cannot have been a mentor or professor in any institution during the time the candidate received a degree or other form of professional training; cannot be someone in a position to receive some advantage or benefit beyond the honorarium based on the outcome of the candidate's review.

Evidence of arm's-length impartiality requires a written statement of such from the reviewer within his/her review letter and from the candidate during the process of developing the list of potential reviewers. Candidates should refrain from any direct or indirect contact with a potential external reviewer.

6. Honorarium. Reviewers may be offered an honorarium of two hundred dollars, payment to be processed upon receipt of the review letter.

SAMPLE LETTER TO EXTERNAL REVIEWERS

[Date]

Appropriate inside address

Dear _____

In response to his/her request for tenure and/or promotion to the rank of Associate Professor (Professor), the Peer Review Committee of the College/Department of has initiated an external review of Dr. 's credentials. Having identified you as a leader in the candidate's field, the Committee is grateful for your willingness to provide a candid evaluation of Dr. 's professional accomplishments based on an analysis of his/her curriculum vitae and a representative sampling of his/her work.

More specifically, as Dr. has purposely selected the enclosed materials in an effort to demonstrate *significant scholarship beyond publication of material contained in his/her dissertation (an outstanding record as a scholar)*, we are most interested in your assessment of the quality and impact of his/her scholarly and creative achievements. Put another way, of what importance has Dr.'s work been to the field of _____? Is it original and innovative or relatively commonplace and inconsequential? What is its potential--both realized and unrealized--for advancing theory, research, or practice? Has Dr. _____ attained a position of academic distinction as evidenced by publication in highly regarded, refereed journals and presentation at major conferences?

In sum, we are requesting an appraisal that focuses on the candidate's record of performance as a scholar, rather than his/her teaching or service contributions. Moreover, we would prefer that you not comment on Dr. 's eligibility for tenure and/or promotion at Cleveland State or any other university. Your letter will become part of the documentation that those charged with responsibility for making recommendations regarding the candidate's qualifications for promotion and tenure will examine. In keeping with Ohio law, please note that confidentiality cannot be guaranteed.

In order that we may meet University deadlines governing our internal review process, we ask that you forward your comments to us by Date. A self-addressed, stamped envelope is provided for your convenience. As a small token of appreciation for your review, we shall process payment to you of a two-hundred-dollar honorarium upon receipt of your letter.

Again, many thanks for your assistance; your kindness in agreeing to evaluate Dr. 's materials is most appreciated. Should you have any questions, please do not hesitate to call me at -.

Sincerely,

Chairperson, Department of _____

Chairperson, Department Peer Review Committee

Enclosures

APPENDIX C

Student Evaluation Policy

Student Evaluation of Instruction (SEI) Principles and Policies (April 1, 2016; revised and reaffirmed Nov. 29, 2017, with addition of final two paragraphs)

Principles

1. The overarching goal of the SEI process is continuous improvement of education at CSU.
2. More specifically, the SEI process is intended to provide faculty feedback from students for evaluating, improving, and refining their methods of instruction.
3. Accordingly, personnel action (promotion, denial of promotion, renewal, non-renewal, merit awards, discipline, or sanction) should not be undertaken solely on the basis of SEI data. The SEI should not be construed as the sole or primary evidence of competence or excellence in teaching. Rather, the SEI is part of a constellation of materials that document teaching performance, including, but not limited to, peer observations, teaching portfolios, and student outcomes.

Administration of the SEI

1. Each semester, the SEI will be opened for students at the beginning of the twelfth week of classes and close at the end of the fourteenth week of classes. Courses whose opening and closing dates do not fit the semester schedule will have the evaluation window scaled appropriately.
2. At the opening of the evaluation window, faculty will supplement the reminders delivered by the on-line software by reading the following statement of purpose and guarantee of anonymity to the students: "You are about to complete an electronic student evaluation of your instructor. The purpose of this evaluation is for the student to provide constructive feedback to improve the learning experience at Cleveland State University. Please do not identify yourself in your responses. Responses will be kept anonymous. The course instructor will not see the results of this evaluation until after final grades are submitted and posted."
3. While faculty may remind students to complete evaluations, they should take care not to provide any individualized incentives or disincentives, whether explicit or implied, to affect the students' responses to the SEI. If the faculty member provides time in class for completion of the SEI, she or he must be absent from the classroom during such time.
4. In order to ensure adequate student participation, faculty may use the following practices to motivate students:
 - o Remind students that their evaluation data helps other students choose their instructors, using the "courseeval" site.

- Set aside class time for students to complete the SEI, as long as the instructor is not present.
- Offer a reward for the entire class if a certain threshold of participation is reached. (For example, the instructor might offer a modest amount of extra credit if 90% of students fill out the SEI by a certain date.)
- Send email reminders to the class.
- Post reminders and a link to the SEI page on the course Blackboard page.

Reporting of SEI Data to Faculty

1. SEI reports to faculty will incorporate the following standard calculations provided by the software for each SEI question: mean, mode, median, along with distribution bar graphs.
2. The comparators in such reports will be the current department and college means for each question.
3. Aggregate reports of SEI data will be sent to chairs and deans. In addition, chairs or their designees will have access to the individual reports of each faculty member, including both the quantitative and qualitative responses.

Campus Access to SEI Data

1. In order to inform students as to their peers' assessment of courses and instructors, the Faculty Senate is committed to sharing SEI data with students in accordance with the following principles.
 1. All access must pass through appropriate secure authentication.
 2. Resources permitting, Institutional Research will work with appropriate faculty and student governance mechanisms, including UFAC, Faculty Senate, and Student Government Association, to determine the data to be shared and the implementation method for sharing it.
 3. These governance and administrative units will monitor the data to ensure its validity and determine when a sufficient data set has been gathered for that data to be statistically reliable.
2. Faculty will have the same access to this data as students.
3. Requests for reports upon or analysis of SEI data should be directed to the Chair of the University Faculty Affairs Committee and Director of Institutional Research; requesters must provide a rationale for the request.

Inclusions and Exclusions for SEI Data Collection

1. Unless an exemption is deemed necessary by a College/School, all academic activities with a course number will be evaluated using the SEI process. Where Blue cannot perform evaluations for a particular academic activity due to current technical limitations, an alternative method will be used in a manner appropriate to that activity as determined by the unit's Dean's office and College/School Faculty Affairs Committee. The goal is for Blue, ultimately, to be able to capture all evaluation data.

1. College/School Faculty Affairs Committees will be responsible for determining the evaluation needs and parameters, if any, for their College or School; this determination is expected to be stable over time. The Committee will determine which courses, if any, are to be excluded from the evaluation process. For example, some Committees may determine not to include thesis or independent study courses in the evaluation process.
2. A representative for the College or School will work with Institutional Research to implement changes consistent with the capabilities of the Blue software.

2. A course enrolling fewer than 5 students will be excluded from reports, to ensure student anonymity, except in the case of combined or cross listed courses. For those courses data will be reported in aggregate.

3. Data for non-grade-earning students, e.g., Project60 students, may be collected but only data for grade-earning students will be reported

Alternative methods of evaluation of teaching effectiveness for low-enrollment classes

Given the important role of student evaluations in an instructor's dossier for reappointment, promotion and tenure, it is important to recognize that some faculty members may primarily teach either low enrollment courses or low enrollment sections of a course. This results in student evaluations not being made available to the instructor for reasons of preserving student anonymity. Academic units should devise alternative methods of evaluating teaching effectiveness in such cases. Alternative methods could include, for example, peer evaluations of those sections.

For SEI Report to Chairs/ Directors

This language will be included at the top of SEI reports from Institutional Research to chairs and School Directors.

Department Chairs/School Directors: Please note that the SEI report you receive includes individual faculty reports of courses with fewer than five respondents. In an effort to protect student anonymity, a faculty senate approved policy states that these reports must not be made available to faculty; therefore, they should not be used to evaluate faculty performance. Please adhere to this policy. Due to limitations with the Blue system, the report to chairs/directors cannot be changed to remedy this issue.