

P. CRITERIA FOR FACULTY EVALUATION

I. General Criteria for Evaluation:

The professional lives of college faculty members traditionally have been characterized by expectations in the broad categories of teaching, scholarship, and service. Ideally the most effective members of the profession blend elements of these three components in many different combinations to achieve the overriding goal of stimulating student learning, which is of prime importance at Longwood University. Therefore, evaluation of faculty for annual performance review, post-tenure review, probationary review, tenure, and promotion should focus on continuing efforts by the faculty, throughout their professional careers, to integrate teaching, scholarship and service so as to develop an academic atmosphere in which learning is cherished by faculty and students alike.

All faculty are expected to demonstrate excellence in teaching, productive scholarship, and service. However, recognizing that different academic disciplines have unique characteristics and demands, the following criteria for teaching, scholarship, and service are presented as guidelines from which individual departments will develop specific standards for annual performance review, post-tenure review, probationary review, and reviews for tenure and promotion to any rank. (See [Appendix H](#).) The Dean of the College and the VPAA must approve departmental standards for faculty evaluation before they are implemented. Copies of the approved standards must be distributed to all departmental faculty in writing.

A. Teaching

In all personnel judgments, high quality teaching (and the scholarship and service that supports it) is the principal consideration. Each faculty member is expected to continuously refine his or her instructional knowledge base and methodology of delivery, constantly seeking the best way to foster student learning. To this end, faculty members undergoing annual performance review, post-tenure review, probationary review, or reviews for tenure or promotion to any rank, must present evidence of effective teaching which may be demonstrated by:

1. A current, sound knowledge base in the discipline reflecting continuous revision that improves course content
2. Organized course preparation, including clear syllabi detailing objectives and expectations
3. Organized preparation for each class, so that the course delivery flows as a cohesive whole
4. Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking
5. Demonstration of the ability to synthesize and correlate information, and to simplify complex topics
6. Demonstration of effective, clear communication skills, and the ability to stimulate these skills in students

7. Development of evaluation instruments that accurately assess the achievement of stated course objectives
8. Consistency in grading, making assignments, and applying rules
9. Consistency with the time requirements appropriate to the number of credit hours awarded.
9. Responsiveness to students in and outside the classroom
10. High expectations for student achievement, and the provision of support that helps students meet these expectations
11. Enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by
 - a. Development of new courses and/or new curricula
 - b. Development of more effective measures of student learning
 - c. Development of more effective methodologies of content delivery
 - d. Direction of students in undergraduate research projects, master's thesis research, or internships
 - e. Incorporation into courses of information gained at appropriate professional meetings
12. Demonstration of the characteristics of caring, patience, integrity, and concern