

Procedures for Faculty Involvement in the Evaluation of Deans, Directors, and Chairs University Senate Personnel Committee

Introduction.

North Dakota State University believes every university employee deserves regular evaluation of his or her professional duties as they relate to a formal job description and the university's needs. This process should be honest, open, and forthright; an acknowledgment of the employee's achievements, as well as an assessment of his or her ability to match the university's expectations, and a determination of areas needing improvement.

As this evaluation process relates to campus deans, chairs, directors, and other academic supervisory personnel, it is expected that an evaluation will always emphasize areas of special achievement, while also identifying areas needing improvement. This should be a constructive and useful experience to be welcomed by the person being evaluated. It is a required part of an on-going process designed to ensure that the person evaluated continues to meet both his or her own needs, as well as the needs of affected university publics.

Timetable.

Evaluation of deans, directors, and chairs will include input from a variety of groups. This document is designed to guide faculty, as they play a major role in evaluation of academic supervisors. It is expected that deans, chairs, and directors will be evaluated formally at least every three years. The college or department Promotion, Tenure and Evaluation (PTE) committee, supervising administrator, or the employee himself/herself may request an evaluation.

Determining a process of faculty representation.

1. Evaluation Committee for deans and directors.

The Vice President of Academic Affairs Office initiates evaluations of these administrators. To ensure faculty involvement, the faculty of a college or unit must organize a committee consisting of full-time, non-administrative faculty at the assistant professor, associate professor, or full-professor level. Members of the Evaluation Committee are recommended to the VPAA by the college or unit's PTE Committee, as appropriate under the evaluative charge of this group. However, members of the college's PTE Committee cannot appoint themselves.

The number of faculty on the committee may be flexible, but should total at least five. Evaluation Committee members should decide at an initial meeting the number of members constituting a quorum. A timetable should be set in consultation with the VPAA or other senior administrative officer to assure that the faculty evaluation material is ready in time to be included in the entire evaluation document.

The Evaluation Committee will propose a written evaluation form based upon the formal job description, dean's statement of goals and accomplishments, and a statement of self-assessment. A draft of this proposed evaluation form will be made available to the dean/director, who will be invited to offer input before it is finalized. The final evaluation form will be used to solicit responses from faculty, chairs, peer administrators, and others including classified staff, students, recent graduates, and external constituencies, if appropriate.

The Evaluation Committee will analyze the completed evaluation forms and prepare a committee evaluation report summarizing the findings for the Vice President for Academic Affairs. Evaluation Committee members who do not agree with the majority report may append a dissenting report. If the Evaluation Committee believes the needs of the college or division have changed, it may recommend to the Vice President for Academic Affairs that the position description be changed.

Upon receipt of the committee's evaluation report, the Vice President for Academic Affairs will also analyze and summarize the data. The Vice President for Academic Affairs will then meet with the Evaluation Committee to determine consensus and discuss differences. The Vice President for Academic Affairs will

prepare a draft report of the final evaluation and provide it to the dean. The Vice President for Academic Affairs will meet with the dean and discuss the findings of the Evaluation Committee. Following this meeting, a final evaluation report will be written which will become a public document. To ensure that the process remains open and positive, it is strongly suggested that the dean/director discuss this final evaluation report at a subsequent college or division faculty meeting.

At any time, faculty or staff not on the committee, of course, may contact the Vice President for Academic Affairs office or other appropriate supervising officer directly with compliments or concerns relating to the person being evaluated.

2. Evaluation procedure for chairs.

Chairs also must be evaluated at least once every three years, with the dean of the college or the director of the unit initiating the evaluation process. The dean, in conjunction with the department faculty, will form an ad hoc committee consisting of at least three faculty members.

This ad hoc committee chair will propose a written evaluation form based upon the chair's formal job description, statement of goals and accomplishments, and a statement of self-assessment. A draft of this proposed evaluation form will be made available to the chair, who will be invited to offer input before the document is finalized. The final evaluation form will be used to solicit responses from faculty, peer administrators, and others including classified staff, students, recent graduates, and, if appropriate, external constituencies.

The ad hoc committee will analyze the completed evaluation forms and prepare a report summarizing the findings for the dean. Evaluation Committee members who do not agree with the majority report may append a dissenting report. If the Evaluation Committee believes the needs of the department or unit have changed, it may recommend to the dean that the position description be changed.

Upon receipt of the report from the Evaluation Committee, the dean will also analyze and summarize the data. The dean will then meet with the ad hoc committee to determine consensus and discuss differences. The dean will prepare a draft report and provide it to the chair. The chair will meet with the dean regarding the report. Following this meeting, a final report will be written which will become a public document. To ensure that the process remains open and positive, it is strongly suggested that the chair discuss this evaluation at a subsequent department faculty meeting.

At any time, faculty or staff not on the committee, of course, may contact the deans' office or other appropriate supervising officer directly with compliments or concerns relating to the person being evaluated.

III. Evaluation Standards

1. Deans and directors.

While standards vary among colleges and divisions, the considerations below are designed to help guide Evaluation Committees in forming their evaluation.

A. Leadership.

Promotes high standards for the unit in areas of scholarship, instruction, and outreach; communicates priorities, standards, and administrative procedures effectively; articulates a vision for the future; provides national and statewide visibility and recognition for the unit; contributes to the leadership of the university and effectively advocates for the university.

B. Planning.

Works effectively with staff in identifying appropriate short-term and long-term goals, in setting priorities, and in focusing resources across all unit missions.

C. Administration and Management.

Oversees the recruitment and appointment of highly qualified staff, provides support for the successful recruitment and retention of chairs, faculty and staff, manages the dean's or director's office effectively, shares governance with staff when appropriate, provides for effective budget management, works effectively with other colleges, makes decisions in a timely fashion.

D. Affirmative Action.

Encourages diversity and implements mechanisms for attracting and retaining women and underrepresented groups; encourages respect for all persons in the unit.

E. Instruction.

Coordinates and implements curricula as developed by the faculty.

F. Outreach.

Promotes the service component of the unit's mission, provides mechanisms for the successful delivery of outreach programs, is responsive to the needs of external constituencies.

G. Development.

Within the context of the college, successfully works with the Development Foundation and other organizations in identifying and pursuing philanthropic support for the unit; develops public and constituency support for the unit.

H. Personnel Development.

Supports and defends academic freedom; provides guidance, support and resources for faculty and staff development, particularly in promotion, tenure and evaluation.

I. Assessment.

Effectively evaluates or assesses the units under his/her administration; acknowledges areas of excellence, and recommends areas where improvement is needed.

2. Chairs.

While standards vary among departments or units, the considerations below are desired to help guide faculty and/or Evaluation Committees in forming their evaluation.

A. Leadership.

Promotes high standards for the unit in areas of scholarship, instruction, and outreach; communicates priorities, standards, and administrative procedures effectively; articulates a vision for the future; provides national and statewide visibility and recognition for the unit; contributes to the leadership, of the university and effectively advocates for the university.

B. Planning.

Works effectively with staff in identifying appropriate short-term and long-term goals, in setting priorities, and in focusing resources across all unit missions.

C. Administration and Management.

Oversees the recruitment and appointment of highly qualified staff, provides support for the successful recruitment and retention of staff, manages the department office effectively, shares governance with staff when appropriate, provides for effective budget management, works effectively with other departments, makes decisions in a timely fashion.

D. Affirmative Action.

Encourages diversity and implements mechanisms for attracting and retaining women and minorities; encourages respect for all persons in the unit.

E. Instruction.

Coordinates and implements curricula as developed by the faculty.

F. Outreach.

Promotes the service component of the unit's mission, provides mechanisms for the successful delivery of outreach programs, is responsive to the needs of external constituencies.

G. Development.

Within the context of the unit, successfully works with the Development Foundation and other organizations in identifying and pursuing philanthropic support for the unit; develops public and constituency support for the unit.

H. Personnel Development.

Supports and defends academic freedom; provides guidance, support and resources for faculty and staff development, particularly in promotion, tenure and evaluation.

I. Assessment.

Effectively evaluates or assesses the units under his/her administration; acknowledges areas of excellence, and recommends areas where improvement is needed.