

## V. APPENDICES

### A. FACULTY SELF-ASSESSMENT OF OVERALL PERFORMANCE

#### 1. Professional Activity Summary

Every faculty member must submit a Professional Activity Summary to the Academic Affairs office by June 15 of each year. These documents will be placed in the Faculty Evaluation File. The Professional Activity Summary provides each faculty member the opportunity to demonstrate his/her contribution to the institution in the areas of teaching, scholarship, and service during the academic year. This report will be used for faculty evaluation by the administration.

The report should include activities in the following areas as applicable:

- 1) Performance in Teaching
  - content expertise
  - course design skills
  - course delivery
  - course management
  - motivation and mentoring skills
- 2) Scholarship
  - acquisition of new knowledge
  - integration and application of knowledge
- 3) Service
  - within the college
  - beyond the college
- 4) Self assessment of performance
  - effectiveness in the areas of teaching, scholarship, and service
  - goals for development in the areas of teaching, scholarship and service

For description of the above categories see Faculty Handbook, Section II.F.1., Criteria for Evaluation (p. II-13).

### B. Interview Procedures for Third-Year and Tenure/Promotion Reviews

1. Selection Procedures - ADVISEES for Third Year and Tenure/Promotion reviews
  - a. Respondents will be selected from a list of current advisees who have been advised by the faculty member for at least two full semesters.
  - b. Each faculty member under review should have at least five (5)\*\* completed evaluation forms from advisees in his/her file. The percentage of advisees receiving an evaluation form will vary by faculty member depending upon the number of students the faculty member advises.

- c. Systematic sampling will be used to select advisees to receive evaluation forms. This is based upon the total number of current advisees and the number of evaluation forms which will be sent out.
- d. Selection of advisees will be based upon a 50 percent response rate. Therefore at least ten evaluation forms need to be sent out for each faculty member. The predicted response rate is based upon an initial mailing (cover letter, evaluation form, and a postage paid return envelope) and a reminder postcard sent out about two weeks later.
- e. For example, if the faculty member has 22 advisees and ten forms will be sent out to get five completed forms back, this means every other advisee will receive an evaluation form.

Sampling interval = number of advisees/10.

$$2=22/10.$$

Therefore, the second name on the list will be selected, the fourth, the sixth, etc.

\*\*This number comes from the Year Three and Year Six/Promotion & Tenure Checklists.

## 2. Selection Procedures - STUDENTS ENROLLED IN PAST CLASSES for Third Year and Tenure/Promotion reviews

- a. It is at the discretion of the Academic Affairs Office to select a sample of students from the faculty member's/candidate's courses that is representative of the student population being served by that faculty member/candidate in his/her courses. These students should have completed at least one of the faculty member's/ candidates courses. Sampling must include all upper-level courses.
- b. Faculty have the option of submitting an additional list that meets the following criteria: Student at Doane University who works with the faculty member on a regular basis as a work study, student engaged in campus employment, or a volunteer.
- c. Personnel from the office of the Vice President for Academic Affairs will interview a total of 10-12\* students.

\*This number comes from the Year Three and Year Six/Promotion & Tenure Checklists.

- d. Notes are kept by the interviewers. Notation is made of the students' gender and class standing, but no names are recorded. The interviewer will prepare a compilation of the interview data. Data may be combined or rephrased to protect confidentiality; any such rephrasing must be noted as such in the compilation. The original interview data will be retained in the Academic Affairs Office, but not in the Faculty Evaluation File.

3. Selection Procedures - ALUMNI SURVEYS for Tenure/Promotion reviews only
  - a. Respondents will be selected from a list of alumni who graduated from Doane within the last three academic years and who took at least two courses from the faculty member. Preference should be given to those students who majored in the faculty member's discipline.
  - b. Selection of majors will be based upon a 33.3 percent response rate. Therefore, at least 30 evaluation forms need to be sent out for each faculty member. The predicted response rate is based upon an initial mailing with a cover letter, evaluation form and a postage paid return envelope *and* a reminder postcard sent out about two weeks later.
  - c. Each faculty member under review should have at least ten (10) completed alumni evaluation forms in his/her file.
  - d. The Academic Affairs Office will prepare a compilation of the alumni survey data. Original forms will be retained in the Academic Affairs Office, but not in the Faculty Evaluation File.
4. Selection Procedures - Faculty Colleagues for Third-Year and Tenure/Promotion reviews
  - a. The Divisional Review Committee provides insight from the candidate's division during the third year, tenure, and promotion reviews. The candidate submits faculty names (preferably at the rank or above for candidate being reviewed) for consideration to the Vice President for Academic Affairs (VPAA). The final membership selection will be made by the VPAA. The final committee will include:
    - Two faculty members (at least one from the candidate's division)
    - Division chair or designate

**Year One Checklist**

Deadline by  
which event  
must be completed

New Faculty orientation	_____	The Vice President for Academic Affairs discusses the review process with all new faculty and presents a copy of the review timetable and a list of the documents required. The mentoring process for the first year is explained (p. II-14) and faculty mentors may be assigned. The following steps on the Year One Checklist support the mentoring process.
During the First year	_____	New faculty take part in group mentoring meetings. The faculty member begins portfolio development.
Oct. 20	_____	A copy of the syllabus for each course taught will be on file in the Academic Affairs Office in the event that one is not on file.
Nov. 15	_____	The Division Chair will make an announced visit to the faculty member's classroom. He/she will complete the Classroom Observation Form, a copy being given to the faculty member and another copy being placed in the Faculty Evaluation file.
	_____	The faculty member, in consultation with the Division Chair, may select a colleague from any discipline to make an announced classroom visit to the faculty member's classroom. The Classroom Observation Form may be completed and given to the faculty member.
	_____	The faculty member, in consultation with the Division Chair or mentor, may visit a colleague's classroom with the colleague's permission.
Dec. 1	_____	The Division Chair will meet with the faculty member to provide feedback identifying the faculty member's strengths and possible opportunities for growth.
Jan. 15	_____	The faculty member submits a self-evaluation of his/her performance to the Academic Affairs Office to be placed in the evaluation file pursuant to the criteria listed for self-assessment in the Faculty Handbook (Section V.A.1., p. V-1).
Jan. 22	_____	The Division Chair and the Vice President for Academic Affairs meet with the faculty member to provide timely feedback on his/her progress to date, to identify strengths, possible concerns, to make suggestions for improvement, and to address questions and/or concerns from the faculty member.
Feb. 8	_____	The Vice President for Academic Affairs prepares a written summary of the faculty member's evaluation, including information supporting the conclusions. This summary is placed in the Faculty Evaluation file with a copy to the faculty member.
Feb. 15	_____	If concerns were identified, the Vice President for Academic Affairs or the Division Chair may again make announced visits to the faculty member's classroom to evaluate progress toward addressing those concerns.
Feb. 22	_____	Should the faculty member request it, an optional follow-up interview may be held with the Vice President for Academic Affairs and the Division Chair so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Vice President for Academic Affairs to be included in the Faculty Evaluation File.
Feb. 24	_____	The Vice President for Academic Affairs sends a recommendation to the President to reappoint or not reappoint.
Mar. 1	_____	The faculty member is notified in writing of the President's decision to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section II.E.6.e., p. II-6) of the Faculty Handbook are followed.

**Classroom Observation**

Fill in where applicable

Faculty Member's Name \_\_\_\_\_

Observer's Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_

1. Uses class time effectively.
2. Presents information at a rate the students can follow.
3. Uses relevant examples and illustrations.
4. Stimulates interest in the subject.
5. Presents students with challenging situations and tasks.
6. Uses a variety of teaching strategies and techniques.
7. Asks thought provoking questions.
8. Encourages students to use their own ideas.
9. Clears up points of confusion raised by students.
10. Answers student questions in a positive way.
11. Relates to students in a positive way.

Additional comments:

(over)

**Classroom Observation**

**Strengths**

**Areas for improvement**

**Year Two Checklist**

Deadline by  
which event  
must be completed

- June 15 \_\_\_\_\_ The Academic Affairs Office provides the faculty member with a listing of the contents of the Faculty Evaluation File. The faculty member may review the contents at any time.
- Sept. 15 \_\_\_\_\_ The faculty member meets with the Division Chair and the Vice President for Academic Affairs to discuss the format for the review process.
- \_\_\_\_\_ The Division Chair meets with the faculty member to check progress on the portfolio, particularly as it relates to preparation for the third-year review.
- Oct. 15 \_\_\_\_\_ A copy of the syllabus for each course taught will be on file in the Academic Affairs Office in the event that one is not on file.
- \_\_\_\_\_ The Division Chair will make an announced visit to the faculty member's classroom. He/she will complete the Classroom Observation Form, a copy being given to the faculty member, and a copy being placed in the Faculty Evaluation File.
- \_\_\_\_\_ The faculty member may also ask a colleague to visit his/her classroom. The Classroom Observation Form may be completed and given to the faculty member.
- \_\_\_\_\_ The faculty member selects two faculty colleagues from any discipline; the Division Chair selects one faculty colleague from any discipline. The selected names are forwarded to the Academic Affairs Office, which will then distribute survey forms (Colleague Interview/Survey) to those colleagues.
- Oct. 25 \_\_\_\_\_ The completed survey forms (Colleague Interview/Survey) from the faculty colleagues are returned to the Division Chair. The Division Chair prepares a document that compiles the data and places it in the Faculty Evaluation file. The original forms will be retained by the Academic Affairs Office.
- Nov. 7 \_\_\_\_\_ The Division Chair will meet with the faculty member to provide feedback identifying the faculty member's strengths and possible opportunities for growth.
- Nov. 15 \_\_\_\_\_ The faculty member submits a self-evaluation of his/her performance to the Faculty Evaluation file pursuant to the criteria for self-assessment in the Faculty Handbook (Section V.A.1., p. V-1).
- \_\_\_\_\_ The faculty member may respond in writing to any concerns contained in the Faculty Evaluation file; this statement will be placed in the Faculty Evaluation file.
- Nov. 22 \_\_\_\_\_ The Vice President for Academic Affairs and the Division Chair review the materials in the Faculty Evaluation file.
- \_\_\_\_\_ The faculty member, the Division Chair, and the Vice President for Academic Affairs meet to discuss the faculty member's strengths and possible opportunities for growth.
- Dec. 1 \_\_\_\_\_ The Vice President for Academic Affairs prepares a written summary of the faculty member's evaluation, including information supporting the conclusions. This summary is placed in the Faculty Evaluation file, includes a recommendation for reappointment or non-reappointment to be forwarded to the President, and is shared with the Faculty Affairs Committee. A copy is given to the faculty member.
- Dec. 8 \_\_\_\_\_ Should the faculty member request it, an optional follow-up interview may be held with the Vice President for Academic Affairs and the Division Chair so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Vice President for Academic Affairs to be included in the Faculty Evaluation file.
- Dec. 15 \_\_\_\_\_ The faculty member is notified in writing of the President's decision to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section II.E.6.e., p. II-6) of the Faculty Handbook are followed.



**Classroom Observation**

Fill in where applicable

Faculty Member's Name \_\_\_\_\_

Observer's Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_

1. Uses class time effectively.
2. Presents information at a rate the students can follow.
3. Uses relevant examples and illustrations.
4. Stimulates interest in the subject.
5. Presents students with challenging situations and tasks.
6. Uses a variety of teaching strategies and techniques.
7. Asks thought provoking questions.
8. Encourages students to use their own ideas.
9. Clears up points of confusion raised by students.
10. Answers student questions in a positive way.
11. Relates to students in a positive way.

Additional comments:

(over)

**Classroom Observation**

Strengths

Areas for improvement

## Colleague Interview/Survey

Faculty member being reviewed: \_\_\_\_\_

Year 2

Please check one:     \_\_\_\_\_ Interview

                                  \_\_\_\_\_ Survey

**Use the following questions to guide your interview/written survey responses. Cite illustrations or examples that support the evaluation.**

**Based upon your observations or conversations with the faculty member describe his/her skills in each of the following areas. Feel free to skip areas in which you do not have information to share.**

### **Evidence of Teaching Effectiveness**

- Content expertise – subject area knowledge
- Course design skills – structure, organization, sequence, etc.
- Course delivery skills – communication effectiveness, general organization, appropriate difficulty, etc.
- Course management skills – organization, pace
- Motivation and mentoring skills – promoting enthusiasm and appreciation for the course, stimulating students, and modeling professional behavior

**Evidence of Scholarship**

- Acquisition of new knowledge – staying current in his/her field
- Integration of knowledge into the classroom

**Evidence of Service**

- Service within the college – division, advisor, committee work, leadership positions
- Service beyond the college

**Summarizing Points**

Strengths of the faculty member:

Suggestions for change for the faculty member:

Do you believe the faculty member should be retained and/or promoted?

For year two, please return to the Division Chair.

Code\_\_\_\_\_



**Year Three Checklist****Prior year, spring semester (or earlier) by April 20**

\_\_\_ Candidate is matched with a mentor to help with the development of the online portfolio (possibly linked to (CETL).

\_\_\_ Candidate submits faculty names (preferably at rank or higher than the candidate) to serve on the Divisional Review Committee.

**The following are due by October 1**

\_\_\_ Candidate submits online portfolio.

\_\_\_ The Vice President for Academic Affairs and the Division Chair each make an announced visit to the faculty member's classroom. The faculty member may also ask a colleague to visit his/her classroom. Completed observation forms are submitted to the Faculty Evaluation File.

**The following are due by October 15**

\_\_\_ Divisional Review Committee reviews the portfolio and the faculty evaluation file.

\_\_\_ Divisional Review Committee meets with candidate to discuss his/her teaching, scholarship, and service.

\_\_\_ Divisional Review Committee submits a list of faculty members (excluding those in the first year) to be interviewed/surveyed by the VPAA's office.

**The following is due by November 1**

\_\_\_ Divisional Review Committee makes a recommendation for the candidate's reappointment/non-reappointment with support for the decision to the VPAA and the Promotion and Tenure Review Committee. Feedback for continued professional development in preparation for tenure and promotion will be provided.

**The following are due by November 15**

\_\_\_ Students are surveyed (through the VPAA office)

\_\_\_ Advisees are surveyed (through the VPAA office)

\_\_\_ Colleagues are surveyed (through the VPAA office)

\_\_\_ The candidate has the opportunity to add materials to his/her portfolio.

\_\_\_ The candidate may meet with the Promotion and Tenure Committee if the Committee has questions or the candidate wants to clarify information.

**The following is due by March 1**

\_\_\_ The Promotion and Tenure Review Committee reviews the candidate's portfolio and faculty evaluation file and makes a recommendation to the VPAA and the President.

**The following is due by March 15**

\_\_\_ After discussion with the Promotion and Tenure Review Committee, the VPAA meets with Division Chair and the candidate.

**The following is due by April 1**

\_\_\_ The VPAA makes a recommendation to the President.



**Classroom Observation**

Fill in where applicable

Faculty Member's Name \_\_\_\_\_

Observer's Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_

1. Uses class time effectively.
2. Presents information at a rate the students can follow.
3. Uses relevant examples and illustrations.
4. Stimulates interest in the subject.
5. Presents students with challenging situations and tasks.
6. Uses a variety of teaching strategies and techniques.
7. Asks thought provoking questions.
8. Encourages students to use their own ideas.
9. Clears up points of confusion raised by students.
10. Answers student questions in a positive way.
11. Relates to students in a positive way.

Additional comments:

(over)

**Classroom Observation**

Strengths

Areas for improvement

### Third Year Summary Review Form

(Form used by the Divisional Review Committee to be submitted to the candidate's file)

Please summarize your comments based on the review of the portfolio and the faculty evaluation file, and the meeting with the faculty member.

Performance in Teaching

Performance in Scholarship

Performance in Service

<b>Recommendation for reappointment of:</b>	
Strongly recommend	
Recommend	
Recommend with reservations	
Do not recommend	



Student Survey (Administered by the VPAA's Office)

Name of faculty member under review \_\_\_\_\_

For the next series of statements, please check the response of your choice and include any comments:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Ability To Judge
1. The professor is knowledgeable about the subject matter.						
Comment:						
2. The professor helps me increase my knowledge of the subject area.						
Comment:						
3. The professor demonstrates the relevance of the subject matter.						
Comment:						
4. The professor clearly presents the requirements of the course.						
Comment:						
5. The professor organizes the course content well.						
Comment:						
6. The professor provides clear procedures for assessing student learning (such as tests, projects, papers, etc.)						
Comment:						
7. The professor provides feedback on assignments and tests quickly enough to benefit me.						
Comment:						
8. The professor communicates the subject matter effectively.						
Comment:						

(over)

## Student Survey (cont.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Ability To Judge
9. The professor uses teaching techniques that promote learning.						
Comment:						
10. The professor organizes and manages the class/lab effectively.						
Comment:						
11. The professor treats students fairly.						
Comment:						
12. The professor encourages an environment of mutual respect in the classroom/lab.						
Comment:						
13. The professor stimulates my interest in the subject matter.						
Comment:						
14. The professor encourages a learning atmosphere in the classroom/lab.						
Comment:						
15. The professor demonstrates professional behavior when working with students.						
Comment:						
16. The professor is willing to help me when I need assistance.						
Comment:						
17. The professor is concerned with my success as a student.						
Comment:						

**Student Survey (cont.)**

**Part Two – In this section, please respond to the following summarizing questions:**

What are the overall strengths of the professor?

Do you have any suggestions for change by the professor?

How does this professor compare with other professors?

Rate the professor's overall effectiveness:

1 – Excellent

2 – Satisfactory

3 – Needs improvement

4 – Poor

5 – Uncertain



**Student Interview Questions (Administered by the VPAA's Office)**

Name of faculty member under review: \_\_\_\_\_

Use the following questions as you conduct the student interviews.

**Part I**

**In this first section please respond to the next statements by choosing one of the following responses and explaining why:**

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree
- No ability to judge

**Evidence of Teaching Effectiveness**

**Content Expertise**

1. The professor is knowledgeable about the subject matter.
2. The professor helps me increase my knowledge of the subject area.
3. The professor demonstrates the relevance of the subject matter.

**Course Design Skills**

4. The professor clearly presents the requirements of the course.
5. The professor organizes the course content well.
6. The professor provides clear procedures for assessing student learning (such as tests, projects, papers, etc.).
7. The professor provides feedback on assignments and tests quickly enough to benefit me.

**Course Delivery Skills**

8. The professor communicates the subject matter effectively.
9. The professor uses teaching techniques that promote learning.

**Course Management Skills**

10. The professor organizes and manages the class/lab effectively.
11. The professor treats students fairly.
12. The professor encourages an environment of mutual respect in the classroom/lab.

(over)

**Motivation and Mentoring Skills**

13. The professor stimulates my interest in the subject matter.
14. The professor encourages a learning atmosphere in the classroom/lab.
15. The professor demonstrates professional behavior when working with students.
16. The professor is willing to help me when I need assistance.
17. The professor is concerned with my success as a student.

**Part Two – In this section please respond to the following summarizing questions:**

What are the overall strengths of the professor?

Do you have any suggestions for change by the professor?

How does this professor compare with other professors?

Rate the professor's overall effectiveness:

- 1 – Excellent
- 2 – Satisfactory
- 3 – Needs improvement
- 4 – Poor
- 5 – Uncertain

**Advisee Evaluation of a Professor (Administered by the VPAA's Office)**

We would appreciate your help with a faculty evaluation. Faculty evaluations are conducted on a regular rotation. They are very important in helping us maintain the highest academic standards. This form will not be placed in the faculty member's evaluation file, but a compilation of all data from all advisees surveyed will be placed in that file. Thank you for your help.

Professor \_\_\_\_\_ Division \_\_\_\_\_

Date of Evaluation \_\_\_\_\_ Your class status (circle one) SR JR Soph Fresh

For the next series of statements, please check the response of your choice.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Ability To Judge
1. My adviser is genuinely interested in me and my academic progress.						
2. My adviser keeps regular office hours and is generally available for advising.						
3. My adviser is friendly, helpful, and understanding.						
4. My adviser encourages me to assume responsibility for decisions.						
5. My adviser encourages me to look for scheduling alternatives.						
6. My adviser assists me in planning schedules for future semesters.						
7. My adviser has adequate knowledge of courses and requirements.						
8. My adviser is knowledgeable about career options/requirements or is able to refer me to other sources for that information.						

10. Would you recommend this adviser to other students? YES NO

11. Do you have any final comments you would like to make about your adviser?

**Please return the completed form to the Academic Affairs Office AS SOON AS POSSIBLE.**

Code \_\_\_\_\_



**Colleague Interview/Survey (Administered by the VPAA's Office)**

Faculty member being reviewed: \_\_\_\_\_

Circle Year: 3    6

Please check one:    \_\_\_\_\_ Interview

\_\_\_\_\_ Survey

**Use the following questions to guide your interview/written survey responses. Cite illustrations or examples that support the evaluation.**

**Based upon your observations or conversations with the faculty member describe his/her skills in each of the following areas. Feel free to skip areas in which you do not have information to share.**

**Evidence of Teaching Effectiveness**

- Content expertise – subject area knowledge
- Course design skills – structure, organization, sequence, etc.
- Course delivery skills – communication effectiveness, general organization, appropriate difficulty, etc.
- Course management skills – organization, pace
- Motivation and mentoring skills – promoting enthusiasm and appreciation for the course, stimulating students, and modeling professional behavior

**Evidence of Scholarship**

- Acquisition of new knowledge – staying current in his/her field
- Integration of knowledge into the classroom

**Evidence of Service**

- Service within the university – division, advisor, committee work, leadership positions
- Service beyond the university

**Summarizing Points**

Strengths of the faculty member:

Suggestions for change for the faculty member:

Do you believe the faculty member should be retained and/or promoted?

For years three or six, please return to the Review Committee Chair.

Code \_\_\_\_\_



## Years Four and Five Checklist

If a full and comprehensive fourth-year review has been recommended by the Promotion and Tenure Committee or the Vice President for Academic Affairs in concurrence with the Committee, then the guidelines and timetable for the third-year review will be followed for the fourth-year review. Similarly, a full and comprehensive review may occur in the fifth year should the Promotion and Tenure Committee or the Vice President for Academic Affairs in concurrence with the Committee so recommend. The guidelines and timetable for the third-year review will be followed for the fifth-year review. Otherwise, the following timetable will be followed for both the fourth and the fifth years.

### Deadline by which event must be completed

- |         |       |   |
|---------|-------|---|
| June 15 | _____ | The Academic Affairs Office provides the faculty member with a listing of the contents of the Faculty Evaluation File. The faculty member may review the contents at any time.  |
| Sept 15 | _____ | The faculty member continues the compilation of his/her portfolio along with refinement and implementation of the professional development plan.  |
| Feb. 1  | _____ | The faculty member submits a self-evaluation of his/her performance to the Faculty Evaluation File pursuant to the criteria for self-assessment in the Faculty Handbook (Section V.A.1., p. V-1). A copy of the syllabus for each course taught will be on file in the Academic Affairs Office in the event that one is not on file.  |
| Feb. 8  | _____ | The Division Chair and the Vice President for Academic Affairs meet with the faculty member to provide timely feedback on his/her progress to date, to identify strengths, possible concerns, to make suggestions for improvement, and to address questions and/or concerns from the faculty member.  |
| Feb. 15 | _____ | The Vice President for Academic Affairs prepares a written summary of the faculty member's evaluation, including information supporting the conclusions. This summary is placed in the Faculty Evaluation File, includes a recommendation for reappointment or non-reappointment to be forwarded to the President, and is shared with the Faculty Affairs Committee. A copy is given to the faculty member. |
| Feb. 22 | _____ | Should the faculty member request it, an optional follow-up interview may be held with the Vice President for Academic Affairs and the Division Chair so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Vice President for Academic Affairs to be included in the Faculty Evaluation File.   |
| Mar. 1  | _____ | The faculty member is notified in writing of the President's decision to reappoint or not reappoint. In the case of non-reappointment, the procedures in Section II.E.6.e., p. II-6, of the Faculty Handbook are followed.  |



## Promotion and Tenure Checklist

### Prior year, spring semester (or earlier)

\_\_\_\_ Candidate submits five names of faculty (preferably at or beyond the candidate's rank) to serve on the Divisional Review Committee. The final membership selection will be made by the VPAA. The Divisional Review Committee is composed of two faculty members (at least one from the candidate's division) and the Division Chair or designate.

### The following is due by September 1

\_\_\_\_ The candidate submits portfolio.

### The following are due by September 15

\_\_\_\_ Divisional Review Committee reviews the portfolio and the faculty evaluation file.

\_\_\_\_ Divisional Review Committee meets with candidate to discuss his/her teaching, scholarship, and service.

### The following is due by October 1

\_\_\_\_ Divisional Review Committee makes a recommendation for tenure and/or promotion with strengths and weaknesses under each of the areas of teaching, scholarship, and service to the Promotion and Tenure Review Committee and shares it with the candidate.

\_\_\_\_ Divisional Review Committee submits a list of faculty members (excluding those in the first year) to be interviewed/surveyed by the VPAA's office.

### The following are due by October 15

\_\_\_\_ The candidate has the opportunity to add materials to his/her portfolio

\_\_\_\_ Alumni are surveyed for promotion reviews (through the VPAA office).

\_\_\_\_ Students are surveyed (through the VPAA office).

\_\_\_\_ Advisees are surveyed (through the VPAA office).

\_\_\_\_ Colleagues are surveyed (through the VPAA office).

### The following takes place (if necessary) between Oct. 16-Jan. 31

\_\_\_\_ The candidate may meet with the Promotion & Tenure Review Committee if the committee has questions or the candidate wants to clarify information.

### The following are due by February 15

\_\_\_\_ The promotion and Tenure Review Committee reviews the candidate's portfolio and faculty evaluation file and makes a recommendation to the VPAA and the President.

\_\_\_\_ The VPAA shares the committee's recommendation with the candidate. The candidate has the opportunity to make a response to the recommendation.

**The following is due by April 1**

\_\_\_\_ The VPAA makes a recommendation to the President.

**The following is due by April 15**

\_\_\_\_ The President makes a recommendation to the Board of Trustees for a final decision at their spring meeting.

**Classroom Observation**

Fill in where applicable

Faculty Member's Name \_\_\_\_\_

Observer's Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_

1. Uses class time effectively.
2. Presents information at a rate the students can follow.
3. Uses relevant examples and illustrations.
4. Stimulates interest in the subject.
5. Presents students with challenging situations and tasks.
6. Uses a variety of teaching strategies and techniques.
7. Asks thought provoking questions.
8. Encourages students to use their own ideas.
9. Clears up points of confusion raised by students.
10. Answers student questions in a positive way.
11. Relates to students in a positive way.

Additional comments:

(over)

**Classroom Observation**

Strengths

Areas for improvement

**Tenure/Promotion Summary Review Form**

(Form used by the Divisional Review Committee to be submitted to the candidate's file)

Please summarize your comments based on the review of the portfolio and the faculty evaluation file, and the meeting with the candidate.

Performance in Teaching

Performance in Scholarship

Performance in Service

<b>Recommendation for:</b>	<b>tenure</b>	<b>promotion</b>
Strongly recommend		
Recommend		
Recommend with reservations		
Do not recommend		



**Student Survey (Administered by the VPAA's Office)**

Name of faculty member under review \_\_\_\_\_

For the next series of statements, please check the response of your choice and include any comments:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Ability To Judge
1. The professor is knowledgeable about the subject matter.						
Comment:						
2. The professor helps me increase my knowledge of the subject area.						
Comment:						
3. The professor demonstrates the relevance of the subject matter.						
Comment:						
4. The professor clearly presents the requirements of the course.						
Comment:						
5. The professor organizes the course content well.						
Comment:						
6. The professor provides clear procedures for assessing student learning (such as tests, projects, papers, etc.)						
Comment:						
7. The professor provides feedback on assignments and tests quickly enough to benefit me.						
Comment:						
8. The professor communicates the subject matter effectively.						
Comment:						

(over)

## Student Survey (cont'd.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Ability To Judge
9. The professor uses teaching techniques that promote learning.						
Comment:						
10. The professor organizes and manages the class/lab effectively.						
Comment:						
11. The professor treats students fairly.						
Comment:						
12. The professor encourages an environment of mutual respect in the classroom/lab.						
Comment:						
13. The professor stimulates my interest in the subject matter.						
Comment:						
14. The professor encourages a learning atmosphere in the classroom/lab.						
Comment:						
15. The professor demonstrates professional behavior when working with students.						
Comment:						
16. The professor is willing to help me when I need assistance.						
Comment:						
17. The professor is concerned with my success as a student.						
Comment:						

**Student Survey (cont'd.)**

**Part Two – In this section, please respond to the following summarizing questions:**

What are the overall strengths of the professor?

Do you have any suggestions for change by the professor?

How does this professor compare with other professors?

Rate the professor's overall effectiveness:

1 – Excellent

2 – Satisfactory

3 – Needs improvement

4 – Poor

5 – Uncertain



**Student Interview Questions (Administered by the VPAA's Office)**

Name of faculty member under review: \_\_\_\_\_

Use the following questions as you conduct the student interviews.

**Part I**

In this first section please respond to the next statements by choosing one of the following responses and explaining why:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree
- No ability to judge

**Evidence of Teaching Effectiveness**

**Content Expertise**

1. The professor is knowledgeable about the subject matter.
2. The professor helps me increase my knowledge of the subject area.
3. The professor demonstrates the relevance of the subject matter.

**Course Design Skills**

4. The professor clearly presents the requirements of the course.
5. The professor organizes the course content well.
6. The professor provides clear procedures for assessing student learning (such as tests, projects, papers, etc.).
7. The professor provides feedback on assignments and tests quickly enough to benefit me.

**Course Delivery Skills**

8. The professor communicates the subject matter effectively.
9. The professor uses teaching techniques that promote learning.

**Course Management Skills**

10. The professor organizes and manages the class/lab effectively.
11. The professor treats students fairly.
12. The professor encourages an environment of mutual respect in the classroom/lab.

(over)

**Motivation and Mentoring Skills**

- 13. The professor stimulates my interest in the subject matter.
- 14. The professor encourages a learning atmosphere in the classroom/lab.
- 15. The professor demonstrates professional behavior when working with students.
- 16. The professor is willing to help me when I need assistance.
- 17. The professor is concerned with my success as a student.

**Part Two – In this section please respond to the following summarizing questions:**

What are the overall strengths of the professor?

Do you have any suggestions for change by the professor?

How does this professor compare with other professors?

Rate the professor's overall effectiveness:

- 1 – Excellent
- 2 – Satisfactory
- 3 – Needs improvement
- 4 – Poor
- 5 – Uncertain

### Advisee Evaluation of a Professor (Administered by the VPAA's Office)

We would appreciate your help with a faculty evaluation. Faculty evaluations are conducted on a regular rotation. They are very important in helping us maintain the highest academic standards. This form will not be placed in the faculty member's evaluation file, but a compilation of all data from all advisees surveyed will be placed in that file. Thank you for your help.

Professor \_\_\_\_\_ Division \_\_\_\_\_

Date of Evaluation \_\_\_\_\_ Your class status (circle one) SR JR Soph Fresh

For the next series of statements, please check the response of your choice.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Ability To Judge
1. My adviser is genuinely interested in me and my academic progress.						
2. My adviser keeps regular office hours and is generally available for advising.						
3. My adviser is friendly, helpful, and understanding.						
4. My adviser encourages me to assume responsibility for decisions.						
5. My adviser encourages me to look for scheduling alternatives.						
6. My adviser assists me in planning schedules for future semesters.						
7. My adviser has adequate knowledge of courses and requirements.						
9. My adviser is knowledgeable about career options/requirements or is able to refer me to other sources for that information.						

10. Would you recommend this adviser to other students? YES NO

11. Do you have any final comments you would like to make about your adviser?

**Please return the completed form to the Academic Affairs Office AS SOON AS POSSIBLE.**

Code \_\_\_\_\_



**Colleague Interview/Survey (Administered by the VPAA's Office)**

Faculty member being reviewed: \_\_\_\_\_

Circle Year: 3    6

Please check one:    \_\_\_\_\_ Interview

\_\_\_\_\_ Survey

**Use the following questions to guide your interview/written survey responses. Cite illustrations or examples that support the evaluation.**

**Based upon your observations or conversations with the faculty member describe his/her skills in each of the following areas. Feel free to skip areas in which you do not have information to share.**

**Evidence of Teaching Effectiveness**

- Content expertise – subject area knowledge
- Course design skills – structure, organization, sequence, etc.
- Course delivery skills – communication effectiveness, general organization, appropriate difficulty, etc.
- Course management skills – organization, pace
- Motivation and mentoring skills – promoting enthusiasm and appreciation for the course, stimulating students, and modeling professional behavior

**Evidence of Scholarship**

- Acquisition of new knowledge – staying current in his/her field
- Integration of knowledge into the classroom

**Evidence of Service**

- Service within the college – division, advisor, committee work, leadership positions
- Service beyond the college

**Summarizing Points**

Strengths of the faculty member:

Suggestions for change for the faculty member:

Do you believe the faculty member should be retained and/or promoted?

For years three or six, please return to the Review Committee Chair.

Code \_\_\_\_\_



(Administered by the VPAA's Office)

Date

Alum Name

Alum Address

Dear (Alum name),

One of the most important responsibilities of an Academic Dean is the evaluation of professors for promotion and tenure. One of the most vital pieces of information used in the review process is former students' evaluations of the professor. This year, one of your former professors, **(Professor's Name in bold)**, is to be reviewed for promotion/tenure. You have been randomly selected to participate in this review process, and we would sincerely appreciate your responses to the attached evaluation questions.

The faculty and administration firmly believe that a formal review of faculty is the most desirable way to assess the faculty member's contribution to the university as well as his/her potential for growth. The evaluation process incorporates input from current students, colleagues, and graduates of the college. We gather information on teaching, scholarship, and research. This information serves as the basis for evaluation of our faculty.

The information you provide will be confidential; your name will *never* be attached to your responses. Please take a few minutes now and fill out the attached evaluation form. A postage-paid envelope is included for your convenience. If you have more detailed comments you would like to make, please feel free to include them on the back of the form, or include additional pages.

Your contribution to the review process is greatly appreciated. If you should need additional information, or would like to speak to me personally, please feel free to contact me. Excellence in teaching is one of the cornerstones of Doane University. Your thoughtful responses help us carry on this great tradition.

Sincerely,

Vice President for Academic Affairs

Phone number

E-mail address

**Reminder Postcard**

Date

Dear Alumnus,

A few weeks ago, a form was sent to you that asked you to evaluate one of your former professors. If you have already returned the form, I sincerely appreciate your participation in the evaluation process. If you have not done so, please take a few minutes now to complete the form. In order to fairly review faculty, it is necessary for a significant number of their former students to complete and return the evaluation form. If you did not receive the first mailing, or have misplaced it, please contact my office, and we will be happy to mail you another. Thank you for your participation in the evaluation of our faculty.

Sincerely,

Vice President for Academic Affairs

Phone number

E-mail address

**Faculty Evaluation by Alumni**

Faculty Name \_\_\_\_\_

1. How many courses at Doane did you take from the professor?
  - a. 0 (If you select this response, please mail the form back without responding to the remainder of the questions.)
  - b. 1
  - c. 2-3
  - d. 4 or more

**For the next series of statements, please check the response of your choice.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No ability to judge</b>
2. The professor was knowledgeable about the subject matter.						
3. The professor demonstrated the relevance of the subject matter.						
4. The professor stimulated my interest in the subject matter.						
5. The professor communicated the subject matter effectively.						
6. The professor challenged me intellectually.						
7. The professor was willing to help me when I needed assistance.						
8. The professor was concerned with my success as a student.						
9. Compared to other professors I had at Doane, s/he was among the best.						
10. The professor was enthusiastic about his/her field.						
11. The professor was an excellent teacher.						

12. This professor makes an important contribution to academic excellence at Doane and should be promoted and/or tenured.
  - A. Yes
  - B. No
  - C. I don't know

We would sincerely appreciate any additional comments you have about this professor, which would assist us in the decision-making process.

Please return the completed form to the Academic Affairs Office

Code \_\_\_\_\_







## Faculty Development Leave

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

### General Guidelines

1. Policies relating to Faculty Development Leaves are stated in the Faculty Handbook, IV-1, A.
2. Note that the deadline for paid Faculty Development Leave proposals is September 1 of the academic year prior to the Leave. The deadline for unpaid leave proposals is October 1.
3. Each recipient is required to submit a written summary of the completed project to the Vice President for Academic Affairs for inclusion in the faculty evaluation file. Each recipient is also required to present the project through some type of public performance. If the faculty member fails to complete both the written summary and the public performance within one calendar year of his/her return to Doane University following his/her leave, he/she will not be eligible for any future Faculty Development Leaves. A variety of options are available for public performance such as the following:
  - \* Faculty Colloquium presentation
  - \* Conversations with Colleagues presentation
  - \* state or national conference presentation
  - \* publication
  - \* performance or exhibition

### **Please attach your proposal. It should contain the following information:**

The proposal should clearly delineate the project that will be completed during the leave. It should include the following information:

- objectives
- activities
- timeline
- anticipated results
- explanation of how the project develops the individual's professional growth
- benefits to the students and the college
- explanation of compensation from outside Doane (if any) during the Faculty Development Leave

**Additional Information**

Date of last Faculty Development Leave \_\_\_\_\_

Plans for securing external funding:

Suggestions for teaching replacement during time of absence: (Applicants have an opportunity to recommend. The Vice President for Academic Affairs and division chairperson may solicit help from the faculty recipient to secure appropriate teaching replacements.)

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Division Chairperson Signature

\_\_\_\_\_  
Vice President for Academic Affairs Signature

Faculty Affairs Committee Action

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date

<b>FACULTY DEVELOPMENT GRANTS PROPOSAL GUIDELINES</b>
---

## I. General Information

Faculty development proposals may be submitted for projects for the current academic year. See point VII for application and completion deadlines.

## II. Eligibility

All full-time faculty (**excluding visiting faculty**) are eligible to apply for grants. If a member of the Faculty Grant Committee decides to submit a proposal, she/he will absent themselves during consideration of, and voting on, their proposal.

## III. Potentially Fundable Projects

The following is a list of projects that are potentially fundable. This list is not exhaustive; other projects will be judged on a case-by-case basis.

Research, Artistic, Pedagogical, and Scholarly Activities for Professional Development:

Examples of possible funding include:

- Conference fees and travel expenses that are beyond those made available each year through the Academic Affairs office,
- Travel expenses to libraries that house materials needed for research projects, provided such materials cannot be obtained in a more cost-effective manner,
- Travel expenses to other countries to engage in unique teaching, learning, and/or research experiences,
- Reviewing fees for articles that have been submitted for publication,
- Fees for computer time involving literature searches and/or the analysis of research data,
- Fees for special courses, symposia, and/or workshops that contribute to professional development,
- Tuition for courses taken at another institution, provided such courses are not used to fulfill degree requirements,
- Reproduction costs in connection with research projects,
- Financial support for the development and hosting of professional meetings and/or student conferences,

- Financial support for the purchase of printed materials used in connection with research projects,
- Financial support for the purchase of research equipment and materials that are not available through other methods of funding,
- Financial support for the in-house development of seminars and/or symposia for colleagues.

#### IV. Non-fundable Projects

- In reference to Doane University's Intellectual Property Policy on page II-37 of the faculty handbook, the committee does not fund patent, trademark, or copyright applications.
- Projects related to discipline-specific curriculum development will be considered for funding by the VPAA. Please do not submit proposals of this nature to the Faculty Grant Committee.
- In general, the committee does not fund equipment purchases (division budget) or computer software (technology budget).
- In most cases, the committee does not award compensation for faculty time.

#### V. Grant Proposal Form

Faculty who are interested must complete and submit the attached proposal form. Please attach any information that you believe would be useful to the committee.

#### VI. Evaluation Criteria

The Faculty Grant Committee will evaluate proposals based on the extent to which they correspond to the following guidelines:

- The project is similar in scope and intent to the projects or expenses mentioned in III.,
- The potential for the project to be completed within the proposed time schedule and within the proposed budget,
- The potential for the project to enhance the faculty member's development as a teacher, scholar and/or artist, and
- The potential for the project to benefit the college.

Other factors the Faculty Grant Committee may consider are:

- Support previously given to the faculty member, particularly if the proposal is a request for additional support of a previously funded or similar project, and
- Other sources of support available.

## VII. Final Report

After completion of a Faculty Development project, grant recipients must submit a final report to the VPAA and the Chair of the Faculty Grant Committee. If no report is filed by said deadline, the grant recipient is not eligible for future Faculty Development grants for two academic years after the proposal was submitted.

### DEADLINE:

In order to use all of the \$7,000 budget allowed for Faculty Development grants, proposals for the academic year (fall and spring) and the previous summer proposals will be considered in the fall semester of the academic year. All proposals are due October 15 for work to be done during the current academic year through June 15. *Summer proposals that occurred June 16 through October 14 are due October 15 and will be considered for funding retroactively.*

**Please draw your funds in the fiscal year in which the award was made.**



FACULTY DEVELOPMENT GRANT PROPOSAL

Return completed form to Faculty Office (Gaylord 228) or (Lied 157) by October 15.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

DESCRIBE THE PROPOSED ACTIVITY:

EXPLAIN HOW THE ACTIVITY WILL BENEFIT YOU AS AN INSTRUCTOR:

EXPLAIN HOW THE ACTIVITY DIRECTLY RELATES TO LEARNING OUTCOMES OF YOUR DISCIPLINE:

PROVIDE A TIME SCHEDULE FOR COMPLETION OF THE PROJECT:

PROVIDE A COMPLETE, ITEMIZED BUDGET OF PROJECTED EXPENSES, INCLUDING PER DIEM FOR FOOD. (You must show/deduct travel money available from the VPAA's office or this proposal will not be considered.)

BRIEFLY LIST FACULTY DEVELOPMENT GRANTS RECEIVED IN THE PAST FIVE YEARS AS WELL AS THE PROJECT BEING SUPPORTED.

NOTE: Use extra pages if needed. In addition, attach any supplemental materials (conference announcements, programs, etc.) that might be beneficial to the committee.

## Human Subjects Research Doane College

Research at Doane College must be conducted in an ethical manner. Anyone who engages in human subjects research must follow the Research Ethics Guidelines to ensure: 1) no harm comes to research participants and 2) confidentiality is preserved.

### Research Ethics Guidelines

1. **Voluntary Participation.** Participants should have the right to refuse all data gathering. Direct participation in a research study should not be a requirement for a class or prerequisite to an activity such as registration. In cases in which experience with research is required as part of a class, an alternative means to fulfilling that requirement must be available. (For example, a student may be allowed to write a brief response to a research article as a substitute for serving as a participant in a research project.) Participants in a research study have the right to withdraw from the study at any time without penalty.
2. **No Harm to Participants.** Researchers should be able to demonstrate that no long or short term harm will come to the research participant.
3. **Anonymity and Confidentiality.** Participants' rights to confidentiality and anonymity should be respected. No identifying information (name, address, social security number, etc.) of individual participants should be included in public reports or presentations that may result from the research, unless specific permission is granted by the individual participants.
4. **Informed Consent.** In general, participants must give informed consent to indicate that they understand the procedures to which they will be exposed when they participate in the study. Such consent may be obtained by requesting the participants sign a release form or by having participants simply read a description of the study prior to participation. Possible exceptions to the informed consent guideline do exist, such as research involving observations in a natural setting that does not otherwise put the participant at risk of harm, although such research must be carefully evaluated on an individual basis to ensure that adequate protection is provided for the participants.
5. **Deceiving Participants.** In general, participants should not be deceived regarding the procedures to which they will be exposed during a study. Deception may be justifiable in those cases in which the researcher can show it is essential to the integrity and value of the study. (e.g., see American Psychological Association Code of Ethics) However, potential participants should not be deceived about procedures that can be reasonably expected to cause physical or emotional distress.
6. **Analysis and Reporting.** All findings should be reported as group data. Individual participants should not be identified without permission from the participant.
7. **Researchers.** Human subjects research should be, as much as possible, value free. Participants should not feel pressured to give the responses the researcher desires nor should the researcher alter data to support hypotheses. The researcher is also obligated to reveal how the data were gathered as well as any methodological problems that occurred. Researchers will also want to consult the codes of ethics in their fields (American Psychological Association Code of Ethics, American Sociological Association Code of Ethics, etc.) for additional guidelines.

## Institutional Review Board

Doane University uses an Institutional Review Board (IRB) process to review research projects involving human participants conducted by faculty and students to ensure the protection of those participants.

According to federal regulations, the IRB must have a minimum of 5 voting members, including at least one member whose primary concerns are outside the area of science, and one member who is not affiliated with the college and has no immediate family member affiliated with the college. IRB members will be appointed by the Vice President of Academic Affairs to 3 year terms. Appointments to the IRB will be guided by the criteria provided by the Code of Federal Regulations, part 46. The criteria are designed to ensure appropriate levels of expertise, diversity, and familiarity with community attitudes among the IRB members. The IRB chair will be chosen by the board members for a 1 year term. Members of the IRB who have a research project under consideration will be required to recuse themselves from voting on the acceptability of that project.

The College distinguishes between federally supported research and non-supported research in the following manner.

- a. For federally supported research, researchers will follow the general principles of the Belmont report, comply with the specific guidelines in the Code of Federal Regulations, Title 45, part 46 (i.e., the “Common Rule”) for the protection of human research participants, and follow the “Research Ethics Guidelines” specific to Doane University. The IRB (or when appropriate, the Chair or a designated member of the IRB) will review these projects to help the researchers maintain compliance with the Common Rule and ensure the protection of research participants. As a part of this compliance, the University will develop educational programs to ensure that the IRB members and faculty involved in such research are sufficiently knowledgeable about the Belmont principles and the Common Rule regulations.
- b. For research that does **not** receive federal support, researchers will follow the general principles of the Belmont Report and the additional “Research Ethics Guidelines” specific to Doane University. The IRB (or when appropriate, the Chair or a designated member of the IRB) will review these projects to ensure the protection of research participants. These projects will not necessarily be subject to the specific requirements of the Common Rule that govern federally supported research, although the IRB may draw upon these guidelines on a case by case basis to ensure the adequate protection of research participants.

Researchers conducting work involving human subjects that is not exempt from review will be subject to the following process:

- A. Submit a proposal: The primary investigator (i.e., lead researcher on a project) would submit a proposal form to the Chair of the IRB. This form, available in electronic form from the IRB website <http://www.doane.edu/irb> or by sending an email request to [irb@doane.edu](mailto:irb@doane.edu), requires the investigator to describe the nature of the project and address specific ethical issues. *In the event that the research project is federally supported, the required form will follow the specific guidelines of the “Common Rule,” 45 CFR 46.*
- B. Proposal is reviewed initially by the IRB Chair (or a member designated by the Chair), and when appropriate, by the full IRB
  1. If the Chair (or designate) determines that the proposed project presents no greater than “minimal risk” to the research participants (i.e., risk no greater than what they would expect to encounter in normal daily life), the proposal qualifies for expedited review and therefore need not be reviewed by the full IRB. The Chair (or designate) can still request that modifications to the project be made before approval is granted.

2. If the Chair (or designate) determines that the proposed project presents more than “minimal risk” to the participants, the proposal will be reviewed by the full IRB. The IRB may request that modifications to the project be made before approval is granted.
- C. The decision of the Chair (or designate) or the full IRB can take one of several forms:
1. Reject the project.
  2. Approve the project, pending revisions.
  3. Approve the project, with no revisions necessary.
  4. Request more information from the investigator(s) prior to decision.

**\*\*Note:** Approval of a project is effective for one year maximum. In cases of projects involving more than minimal risk, the IRB may request more frequent review, depending on the nature of the project. If a project is not completed within a year, a proposal for continuing review must be submitted by the primary investigator.

D. Submission of termination notice (for federally supported projects)

Upon completion of data collection, the primary investigator will submit a termination notice to the IRB, indicating that the project has been concluded.

Doane University IRB review is restricted to only those research projects involving human subjects that are systematically designed to produce generalizable knowledge about human nature intended to be shared with the public or other scholars. Journalistic activities such as news or investigative reporting are explicitly excluded from the Doane University IRB review process. In addition, course projects which are intended for pedagogical purposes that involve the collection of information about humans but are not systematically designed to produce generalizable knowledge are explicitly excluded from the Doane University IRB review process.

## PROCEDURES FOR NOMINATION OF HONORARY DEGREE CANDIDATES

1. Criteria for Judging Qualification of Candidates for Honorary Degrees
  - a. The honorary degree is the highest distinction the college can grant to an individual. Candidates should be persons who will honor the college and enhance the mission of the college. Recipients of the award must be present to receive the degree. Current regular trustees, staff, and faculty are ineligible. The following criteria will be considered:
    - 1) Scholarly or professional attainment.
    - 2) Contribution of more than local and partisan worth.
    - 3) Advanced study (preferred but not necessary).
    - 4) Enhancement of the mission of the college.
2. Source of Candidates
  - a. Doane alumni.
  - b. Distinguished leaders/scholars and national/international figures.
  - c. Leaders in business and public service.
  - d. Church leaders (lay and professional).
  - e. Persons recommended (solicited and unsolicited) by the Alumni Council, faculty and staff members, trustees, recipients of honorary degrees and any member of the four groups listed above.
  - f. Commencement speakers.
3. Nomination Process
  - a. The person or group that nominates the candidate should assume responsibility for preparing a written nomination, which should include the candidate's name, current address and position, academic background, honors, distinguished contributions, and supporting statements from others who support the nomination. It is suggested the nominator(s) discuss the individual being considered for an award with the proper department/division.
  - b. The Faculty Steering Committee reviews all nominations and makes recommendations to the faculty for approval.
  - c. Once approved by the faculty, the nomination is taken to the Academic Committee of the Board of Trustees for recommendation to the Board of Trustees for action.
  - d. It is the responsibility of the President's Office to notify honorary degree candidates following approval by the Board.
  - e. Ideally, candidates will be approved a year in advance of the awarding of the degree.

Date

TO: Doane University Faculty

FROM: Steering Committee Chair

RE: Doane Faculty Award for Distinctive Scholarship

The Steering Committee solicits nominations from all faculty members for the Faculty Award for Distinctive Scholarship. Please submit nominations to Steering Committee Chair by November 15; use the attached form for your nominations. The Award is described as follows:

The Doane Faculty Award for Distinctive Scholarship is meant to recognize scholarship and leadership as identified and chosen by the faculty and the Vice President for Academic Affairs. Alumni scholars and leaders are a natural pool, but other scholars and leaders might also be chosen.

The following criteria for the award were established by the Steering Committee in November 1998:

The award should go to those individuals who demonstrate creative accomplishments of a high order in their field. Creative accomplishment is defined broadly to include such achievements as publications in refereed journals, artistic presentations or exhibits, pedagogical contributions of a substantive nature, and outstanding leadership in one's chosen profession.

The Award is presented at the Alumni Banquet on the Saturday of Commencement weekend. The recipient is then invited to make a presentation at the Honors Convocation the following October.

FACULTY AWARD FOR DISTINCTIVE SCHOLARSHIP

Nominee \_\_\_\_\_

Nominee's Address \_\_\_\_\_

\_\_\_\_\_

Current Position \_\_\_\_\_

Nominator \_\_\_\_\_

Achievements/Comments:

Nominee \_\_\_\_\_

Nominee's Address \_\_\_\_\_

\_\_\_\_\_

Current Position \_\_\_\_\_

Nominator \_\_\_\_\_

Achievements/Comments:

RETURN TO CHAIR, STEERING COMMITTEE  
BY NOVEMBER 15

## **Instructions for Using “Charge of Academic Integrity Violation”**

(Please refer to the Student Handbook to review the complete Academic Integrity Policy and Procedures.)

The faculty member\* will:

1. write up the incident,
2. sign the form,
3. have the student read and sign the form,
4. file copies of the formal complaint with the Academic Affairs Office and the Chair of the Academic Integrity Committee, detailing sanctions taken,
5. provide copies of any documents of evidence to the Chair of the Academic Integrity Committee and the Academic Affairs Office.

\*In cases where the faculty member is a parent or close relative of the student involved, the faculty member is required to submit the documents related to suspected academic dishonesty to the Department Chair or Vice President for Academic Affairs for evaluation and processing pursuant to the steps in the Faculty Handbook.

The faculty member will receive written notification from the Academic Integrity Committee concerning the outcomes of the meeting. If the charges are confirmed, the faculty member will impose sanctions for the course. The faculty member has full discretion with regard to the sanctions for the offense, which may range from rejection of the assignment up to and including a failing grade in the course. If this is a second or subsequent offense, the Committee has the right to impose additional sanctions for the second offense, including possible suspension or expulsion from the college.

A case will go to the Committee if 1) the instructor feels the case is so serious that it merits college penalties beyond the penalty levied in the course (for example, the student has multiple offenses or there is a conspiracy of several students to cheat, etc.) or, 2) the student disputes the finding of the instructor and seeks an appeal.

Academic Integrity violations discovered while grading end-of-the-semester work (exams, papers, labs, etc.) will be handled in the following manner:

1. At the time a violation is discovered, faculty members need to notify the chair of the Academic Integrity Sub-Committee and the Academic Affairs Office of the name of the student ASAP, even prior to submitting the paperwork/charge, so that the Committee can determine if this is a first or subsequent offense. The paperwork detailing the charges (the form alleging that a violation has occurred, plus all relevant documents supporting the charge) should then be filed as usual with the chair and the VPAA's office.
2. The form requires the signature of the student being charged, in acknowledgement that a charge is pending. Because the student may have already gone home, it may not be possible to get the student's signature acknowledging that a charge is being filed. In that case, you should submit the paperwork without the student's signature.

3. The chair will notify the student via email that a charge has been submitted and that the faculty member has submitted a grade reflecting the penalty. If the charge involves a second offense, the faculty member will be advised to submit an incomplete grade.
4. Further, the student will be advised of the opportunity to appeal. Appeals will be heard by the Committee.
5. Students will receive notification of a hearing time in the first three days of the following semester. Completing all hearings during these three days will allow time for appeals and still meet the deadline for reviewing probation/suspensions for academic and/or financial aid purposes.

Also, as a general reminder, the Committee does not set the penalty for a first offense – the faculty member does. The Committee may impose additional penalties for second offenses.

## CHARGE OF ACADEMIC INTEGRITY VIOLATION

### NOTICE TO THE STUDENT:

1. Signing this form simply indicates you have been made aware of the charges against you and the sanctions to be imposed.
2. You may not drop this course to avoid the imposition of penalties.
3. Once this charge has been filed with the Academic Affairs Office and the Chair of the Academic Integrity Committee, you will be notified whether or not you will appear before the Committee.
4. If a meeting is scheduled and you fail to appear at the set time without an excuse acceptable to the Committee, the charges will automatically be confirmed.
5. The faculty member will retain full discretion with regard to the sanctions for the offense. However, if the student appeals or there are subsequent offenses, sanctions will not be imposed until after the faculty member receives written notification from the Academic Integrity Committee concerning the outcomes of the meeting between the Committee and the student.
6. If this is a subsequent offense and the Committee confirms the charges, the Committee has the right to impose additional sanctions, including possible suspension or expulsion from the college.
7. You have the right to appeal the Committee's decision to the Vice President for Academic Affairs within 72 hours after receiving the Committee's written decision. If you have not signed for the written decision in the two weeks after the date of the letter, it will be assumed that you do not wish to appeal.
8. At the end of a seven-year period, all documents concerning this charge are destroyed.

### ***INSTRUCTOR:***

I charge \_\_\_\_\_ with a violation of academic integrity which occurred in my course \_\_\_\_\_ (course # \_\_\_\_\_) during the \_\_\_\_\_ semester/session, 20\_\_\_\_ (provide a brief description of the facts believed to constitute the violation; continue on back if necessary):

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Signed: \_\_\_\_\_

### ***STUDENT:***

I have read this entire disposition form carefully and understand its significance. I have been informed of the offense charged by the instructor.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_



DOANE UNIVERSITY FACULTY AND ACADEMIC PERSONNEL  
2016-2017

SCHOOL OF ARTS & SCIENCES

ECONOMICS AND BUSINESS – J.A. Bossard, Chair

ACCOUNTING – M. Maus, Chair

Professor

C. Baillie

Assistant Professor

M. Maus

BUSINESS – D.E. Merritt, Chair

Professor

D.E. Merritt

Assistant Professor of Practice

K.S. Zumpfe

Visiting Instructor

M. Crook

ECONOMICS – L.D. Manns, Chair

Professor

L.D. Manns

Associate Professor

J.A. Bossard

EDUCATION – L.C. Forester, Chair

EDUCATION – L.C. Forester, Chair

Dwight E. Porter Professor of Education

M.A. Johnson-Farr

Professor

J.A. Kozisek

Professor

L.C. Forester

Professor

R.W. Diercks

Professor

L.M. Kalbach

Associate Professor

T. Frey

Associate Professor

M. Ritzdorf

Associate Professor of Practice/Director of EdD

C. Sommervold

Assistant Professor of Practice

D.L. Wehrs

Lecturer

N. Piper

Lecturer

E. Griesh

PHYSICAL EDUCATION – C. L. Meyer, Chair

Associate Professor

T.L. Hood

Associate Professor

C.L. Meyer

Associate Professor

D.L. Dunnigan

FINE ARTS & HUMANITIES – D. Clanton, Chair

ART – A. Engebretson, Chair

Associate Professor

\*\*E. Stearns

Assistant Professor

M. Belitz

Assistant Professor

M. Gaul

Visiting Assistant Professor

C.Z. Glendinning

COMMUNICATION STUDIES-TBA

Assistant Professor

A. Weare

Instructor/Director of Forensics

N. Wilson

ENGLISH – L.O. Purdon, Chair

Professor

E.H. Haller

Professor

\*\*B.A. Johnson

Professor

L.O. Purdon

Poet-in-Residence, Writing Specialist, with rank of Associate Professor

R.M. Scheele

Associate Professor

P.J. Weitzl

Assistant Professor

K. Hanggi

Visiting Assistant Professor

J. Moscaritolo

JOURNALISM & MEDIA STUDIES – D.G. Swartzlander, Chair	
Associate Professor of Practice	D.G. Swartzlander
Assistant Professor	D. Sutera
MODERN LANGUAGES – K. Hetrick, Chair	
Assistant Professor	K. Hetrick
Assistant Professor	J. List
Assistant Professor	J.Pope
MUSIC – J.W. Gilbert, Chair	
Professor/Director of Bands	J.W. Gilbert
Professor/Director of Choral Activities	K.S. Runestad
Assistant Professor	A.D. Gilbert
Assistant Instructor	L. Ulmer
Lecturer	K.R. Ohlman
PHILOSOPHY & RELIGIOUS STUDIES – P. Monaghan, Chair	
Associate Professor	D. Clanton
Associate Professor/Director of the Honors Program	P. Monaghan
Assistant Professor	C. Bruntz
THEATRE – R.J. McKercher, Chair	
Associate Professor/Director of Theatre	R.J. McKercher
Associate Professor	J.R. Stander
Assistant Professor	D. Himmelberger
<u>SCIENCE, MATHEMATICS, AND INFORMATION SCIENCE &amp; TECHNOLOGY – M.E. Hart, Chair</u>	
BIOLOGY – T. Durham Brooks, Chair	
Professor	B.J. Clement
Professor	B.D. Elder
Professor	*R.D. Soucek
Assistant Professor	E. Doyle
Assistant Professor, Director of Health and Society	T. Durham Brooks
Assistant Professor	R.G. Laungani
Assistant Professor	B. Schofield
Instructor of Practice	M. Clouse
CHEMISTRY – D. Clevette, Chair	
Professor	D.J. Clevette
Associate Professor	A.E. Holmes
Assistant Professor	C. Huber
Assistant Professor	S. Sikich
ENGINEERING-TBA	
Assistant Professor	J. Kim
ENVIRONMENTAL SCIENCE	
Professor, Director for Environmental & Earth Sciences	R.D. Soucek
INFORMATION SCIENCE AND TECHNOLOGY – M.M. Meysenburg, Chair	
Professor	A.J. Engebretson
Professor	M.M. Meysenburg
MATHEMATICS – K. Williams, Chair	
Associate Professor	M.E. Hart
Associate Professor	B. Herzog
Assistant Professor	T.R. Fairbanks
Assistant Professor	M. Watts
Assistant Professor	K. Williams
Assistant Professor of Practice	J.L. Vertin
PHYSICS – C.D. Wentworth, Chair	
Professor	C.D. Wentworth
Visiting Assistant Professor	J. TerMaat

SOCIAL SCIENCE – K. Jarvis, Chair

HISTORY – M.A. Orsag, Chair

Professor

Professor

Assistant Professor

LAW, POLITICS AND SOCIETY-W. Hind, Chair

Associate Professor

POLITICAL SCIENCE – T.G. Hill, Chair

Professor

Associate Professor/Coordinator of International Studies

PSYCHOLOGY – H.R. Lambert, Chair

Professor

Associate Professor

Assistant Professor

SOCIOLOGY – \*\*D.D. DeBoer, Chair

Professor

Associate Professor

Assistant Professor

Assistant Professor

K.A. Jarvis  
M.A. Orsag  
B. Hilton-Hagemann

W. Hind

T.G. Hill  
N.G. Vaccaro

H.R. Lambert  
B.G. Pauwels  
N. Homa

D.D. DeBoer  
W. Hind  
N.D. Erickson  
K. Gentzler

\*On leave, Fall 2016

\*\*On leave, Spring 2017



ACADEMIC INFORMATION SERVICES – J. Pinnell, ChairLIBRARY

Director of the Library with rank of Assistant Professor  
Collection Development Librarian with rank of Associate Professor of Practice

J. Pinnell  
J.R. Germer

INSTRUCTIONAL TECHNOLOGY

Professor of Instructional Design

T. King

ACADEMIC SUPPORT CENTER

Director of Student Support Services  
Director of Doane Learning Center and  
Associate Director of Student Support Service  
Student Support Services/DLC Writing Specialist  
with rank of Associate Professor  
Academic Specialist

S.A. Hanigan  
T. Watts  
R.M. Scheele  
J. Fields

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES:

Director The Leading Edge and Thesis/Portfolio Capstone Programs,  
Master of Arts in Management  
Director of Nursing  
Professor of Practice in Educational Leadership  
Associate Professor of Educational Leadership  
Associate Professor of Economics and Chair of Business and  
Economics Program  
Assistant Professor of Practice in Graphic Design  
Assistant Professor of Educational Leadership

D.L. Miller  
D. Savage  
D. Christensen  
E. Sullivan Scott  
M.S. Carter  
C. Hadfield  
S. Rasmussen

ADMINISTRATIVE OFFICERSPRESIDENT

President

J. Carter

ACADEMIC AFFAIRS

Vice President for Academic Affairs  
Associate Vice President for Academic Affairs with rank of Professor  
Assistant Dean for Academic Affairs

J. Burney  
K. Marley  
B. Hunke

ADVANCEMENT

Executive Director of Campaign Advancement & Chief Development Officer  
Executive Director of Advancement

M. Fye  
A. Jurgens

ADMISSION OFFICE

Vice President for Enrollment Services & Marketing  
Director of Admissions

J. Weyand  
K. McMurray

BUSINESS OFFICE

Vice President for Financial Affairs

J. Schmidt

FINANCIAL AID

Director of Financial Aid

M.M. Tvrdy

GRADUATE STUDIES

Dean, Master of Arts in Counseling	TBA
Dean, Master of Education, Curriculum and Instruction Program	L.C. Forester
Dean, Master of Educational Leadership Program	J.K. Johnston
Dean, Master of Arts in Management	TBA
Dean of graduate & Professional Studies – Undergraduate Studies	TBA
Associate Dean of Graduate & Professional Studies, Professor of Business	L. Hughes

OFFICE OF TECHNOLOGY

Vice President for Information Technology Services	M.D. Carpenter
Director of Telecommunications and Infrastructure	R. Barnes
Director of Network Resources	C. Becker
Director of ITS Helpdesk	R. Dorshorst
Director of Administrative Systems	S.C. Gugel

REGISTRAR

Registrar	D. Ellis
Associate Registrar	B.L. Kemper

STUDENT LEADERSHIP

Vice President for Student Affairs & Dean of Students	C.R. Petr
Associate Dean for Student Leadership, Director of Campus Safety	J.R. Hewitt
Zenon C.R. Hansen Leadership Director	A. Vollmer
Chaplain and Coordinator of Service Programs	K.J. Cooper
Director of Multicultural Support Services	W.R. Jackson
Director of Health and Wellness	K.A. Jirovec
Director of Residence Life	D. Amoateng
Director of Counseling Services	M.D. Parsley
Director of College to Career Center	S.Barg

2016-2017

MACE BEARER

J. Kozisek

FACULTY MARSHALS

B.J. Clement

C.D. Wentworth

FACULTY LIAISONS

TO

COMMITTEES OF THE BOARD OF TRUSTEES

Academic

A. Engebretson

C.D. Wentworth

Advancement and Marketing

H.R. Lambert

D. Merritt

Audit and Business

M. E. Hart

J.A. Bossard

Enrollment

K.S. Runestad

\*\*D. DeBoer/K. Jarvis (S17)

Student Leadership

M. JohnsonFarr

D. Swartzlander

Technology

T.N. King

\*\*B.A. Johnson/P. Monaghan (S17)

Building and Grounds

\*\*R.D. Soucek/B. Herzog (F16)

T.L. Hood

\*\*On sabbatical



STANDING COMMITTEES  
2016-2017  
FACULTY MEMBERSHIP

ACADEMIC AFFAIRS

N.G. Vaccaro (chair)  
J. Pinnell  
\*L. Purdon  
\*\*E. Stearns/M. Gaul (S17)  
\*D.L. Wehrs  
\*C.D. Wentworth  
\*K.S. Zumpfe  
Dean of Undergraduate Studies, Lincoln  
Vice President for Academic Affairs  
Registrar  
Two students

ACADEMIC STANDING

\*W. Hind (chair)  
\*E. Griesh  
*Academic Information Services*  
\**Fine Arts*  
\*M. Maus  
\*D.G. Swartzlander  
\*J.L. Vertin  
Doane Lincoln faculty member  
Associate Vice President for Academic Affairs  
Vice President for Admission  
Vice President for Student Leadership  
Dir. Student Support Services/Dir. Doane  
Learning Center  
Athletic Director  
-----  
Director of Financial Aid (non-voting)  
Registrar (non-voting)

ASSESSMENT

K. Williams (chair)  
T. Frey  
K. Gentzler  
K. Hanggi  
D. Himmelberger  
\*M. Maus  
J. Pinnell  
Dean of Undergraduate Studies, Lincoln  
Associate Vice President for Academic Affairs  
Assessment Facilitator  
Two students

FACULTY AFFAIRS

\*\* B.A. Johnson /P. Monaghan (S17) (fall chair)  
A. Engebretson (spring chair)  
\*T. Hill  
\*L. Kalbach  
\*T. King  
L.D. Manns  
J. Stander

FACULTY DEVELOPMENT, STUDENT LIFE  
AND LEADERSHIP

B. Herzog (chair)  
\* C. Baillie  
\*\*D.D. DeBoer/K. Jarvis (S17)  
\* *Fine Arts*  
\* E. Haller  
\* M.A. JohnsonFarr  
J. Pinnell  
Associate Vice President for Academic Affairs  
Director of the Hansen Leadership  
Program  
Director of Residence Life  
Director of Multicultural Programming &  
Education  
Six students  
-----  
Vice President for Admission (non-voting)  
Vice President for Student Leadership  
(non-voting)  
CETL Representative (non-voting)

GRADUATE ACADEMIC AFFAIRS

L.C. Forester  
J.M. Kilnoski  
S.J. Rasmussen  
MAC Adjunct Faculty Member  
MAM Adjunct Faculty Member  
MED Adjunct Faculty Member  
One graduate student from each program  
Registrar  
Vice President for Academic Affairs  
Program deans

\*Beginning two-year term      \*\*On sabbatical

The Vice President for Academic Affairs and the President shall be *ex officio* on all faculty committees where specific membership is not noted

INFORMATION LIAISON

K. Jarvis (chair)  
 E. Doyle  
 \* M. Gaul  
 N. Piper  
 D. Sutera  
 \* M. Crook  
 Vice President for Academic Affairs  
 Vice President for Technology  
 Doane Lincoln representative  
 Director of the Library  
 Technology Coordinator-Lincoln campus  
 Instructional Design Professor  
 Two students

PROMOTION & TENURE

\* M. Meysenburg (chair)  
 \* J. Germer  
 \* J. Gilbert  
 \* J. Kozisek  
 \* H. Lambert  
 \* L.D. Manns  
 \* P. Weitzl

PUBLIC EVENTS

T. Fairbanks (chair)  
 \*D. Clanton  
 J.W. Gilbert  
 E. Griesch  
 N. Homa  
 Senior Director of OSC  
 Director of Theatre  
 Chair of Music  
 SPB Chair  
 Two students

----

Director of Hansen Leadership  
 Program (non-voting)  
 Director of the Liberal Arts  
 Seminars (non-voting)  
 Director of Multicultural Programming  
 and Education (non-voting)  
 Coordinator Campus Engagement &  
 Leadership (non-voting)

STEERING COMMITTEE

L.C. Forester (chair)  
 B. Clement  
 J. Pinnell  
 D.E. Merritt  
 P. Monaghan  
 M. Orsag  
 K. Runestad

TEACHER EDUCATION

C.L. Meyer (chair)  
 \*Margaret Watts  
 A.D. Gilbert  
 B. Hilton-Hagemann  
 B.A. Johnson  
 \* *Art Faculty*  
 J. List  
 Member Academic Affairs Committee  
 Chair of Education  
 Registrar  
 Two students

TRAVEL PROGRAMS ADVISORY

N. Erickson (chair)  
 J. Bossard  
 \*R. Dierks  
 B. Elder  
 K. Hetrick  
 D. Himmelberger  
 J. Pinnell  
 Two students

-----

Director of International Programs (non-  
 voting)

UNDERGRADUATE CORE CURRICULUM

D.E. Merritt (chair)  
 R. Diercks  
 J.R. Germer  
 \* A.D. Gilbert  
 J. List  
 B.G. Pauwels  
 \*\*R. Soucek/D. Clevette (F16)  
 Coordinator GPS, LARs  
 Associate VP for Academic Affairs  
 One-two students

UNDERGRADUATE RESEARCH

J. Pope (chair)  
 \*M. Belitz  
 J.A. Bossard  
 \*T. Frey  
 \*N. Homa  
 \*R. Laungani  
*Academic Information Services*  
 Vice President for Academic Affairs

\*Beginning two-year term

\*\*On sabbatical