



Policy on Faculty Appointment and Evaluation

Policy Title: Policy on Faculty Appointment and Evaluation

Policy Type: Administrative

Policy Number: ADM Policy #03-10-27

Responsible Office: Office of Academic Affairs

Applies to: Full-Time, Part-Time, and Adjunct Faculty

Approving Authority: Cabinet (2022)

Date of Previous Revision:

POLICY STATEMENT

Wiley College publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Recruitment/Selection/Appointment

The recruitment/selection/appointment process for full-time, part-time, and adjunct faculty at Wiley College engages similar procedures as for other employees. The recruitment/selection/process is the same for full-time, part-time, and adjunct faculty. The process involves the use of job descriptions, position advertisements in selected media, one or more selection committees, a testing, and screening process (when appropriate), interviews, reference confirmations, and prior employment verifications. The results are expected to provide a match between the final candidate selected and the duties and requirements of the position which are direct outgrowths of the mission of the College. The Office of Human Resources generally coordinates this process, working closely with the pertinent school's dean and the Vice President for Academic Affairs (Faculty Handbook, Section 5.2: Faculty Selection and Appointments).

RESPONSIBILITY

The major responsibilities involved in the College's recruitment/selection/appointment process are outlined below:

- Initiation of the request to fill a needed position along with a current job description and data justification of the need for the additional resource. The job description is necessary in order to convey clearly the duties and responsibilities of the position in the development of the position advertisement and during the screening process.
- Appointment of a selection committee (when appropriate).
- Advertising the position, screening applicants, conducting interviews, identifying the candidate and conducting reference checks. Concluding the search process (e.g., closing files, submitting documents to the Human Resources Office).

A request letter for the appointment of the finalist candidate, addressed to the President, is generated by the Vice President for Academic Affairs in concert with the respective school's dean. Upon completion of a properly filled Personnel Action Form, the Human Resources Office completes the process and generates the appointment letter. A part of the interview process is an evaluation of the oral, written, technical communication, and computer technology skills of the applicant. While the letter of application serves as a sample of writing skills, the applicant is asked to submit and/or create on-site and in real time other written samples of composition and thinking. Evidence of the candidate's educational technology proficiency is required.

The applicant is asked to demonstrate a lesson or make a brief presentation to a select group of students, faculty and/or staff. In addition to oral communication and other pedagogical skills, the search committee uses checklists provided by the Human Resources Office and/or the Vice President for Academic Affairs to estimate the best fit between candidates and the advertised position. The College reserves the right to obtain legal background checks and include results as part of selection considerations.

Issuance and Receipt of Contract

All faculty employment offers for an academic year should be signed and returned to the Office of Human Resources by the date specified therein. If the employment offer is not accepted by the specified date or another special arrangement is not made in writing with the President, the offer will expire, and the position is declared open. Failure to respond to this offer is treated by the College as a resignation. All term appointments are issued on an individual basis as the necessity arises.

Because the tenure process has been suspended by action of the Board of Trustees since 1994, faculty members are employed on yearly renewable nine-month contracts. A few, because of special conditions of their programs, may have ten (10), eleven (11), or twelve-month (12) contracts (Faculty Handbook, Section 4.1.3). The Board of Trustees grants the option to issue two and three-year contracts (Faculty Handbook, Section 4.1.3.1).

Reappointment to the Faculty

The following statements relate to the reappointment of the faculty:

- The Vice President for Academic Affairs, in consultation with the school's dean, recommends the faculty member for reappointment. The recommendation is generally made to the President by the Vice President for Academic Affairs on or before April 1 of the appointment year.
- Faculty members who are recommended for reappointment generally receive formal notification from the President around April 15. Faculty members who are not recommended for reappointment receive formal notification by April 1. 3. Reappointment agreements are ratified before the expiration of the contract currently in force provided all conditions for ratification have been met. The agreement so ratified will state conditions of reappointment and/or changes in status or salary. The agreement will be limited to those

terms, clearly stated within the contract and such other terms as are incorporated by reference.

Employment of New Personnel

The Vice President for Academic Affairs prepares a request for the proposed position. If the position request is approved, the recruitment and selection process outlined above takes place. When selection is completed, a Personnel Action Form for new faculty personnel is prepared with a recommendation for review and final approval by the President. It is the policy of the College that no candidate for employment may begin employment until the President has signed an agreement outlining the terms of employment and such agreement has been signed by the selected candidate. The College will be under no obligation to pay a faculty candidate who reports to work prior to being officially employed by the College.

Orientation materials for new faculty should include current copies of the following materials distributed by the Office of Human Resources or the appropriate school's dean:

1. College Catalog
2. Employee Handbook
3. Faculty Handbook
4. College Strategic Plan
5. Copy of the benefits package.

As part of the orientation process, the school's dean will arrange for the new faculty to take guided campus tours, to be assigned office space and office keys, to obtain an identification card and information systems password(s), to have the name added to faculty directories and web lists, and to attend orientation seminars and/or receive equivalent training by supervisor. New faculty are oriented to the Wiley culture and procedures generally by the Chairperson in their assigned department, the dean of the academic area, or another designated member in the academic school. Early relationships are encouraged with the respective school's dean. Generally, a series of regularly scheduled faculty enhancement seminars are offered for new faculty.

Faculty Evaluation: Full-Time

Every faculty member is evaluated annually for effectiveness in accordance with the published criteria in the Faculty Handbook, regardless of contractual status (Faculty Handbook, Section 5.4.1). The performance assessment process assists in defining and fostering a professional culture. The process recognizes that professors are on a continuum from novice to expert performance, especially at a time when pedagogical parameters of teaching and learning have shifted from teacher-centered to student-centered. Wiley College employs a faculty committed to student success as evidenced by its quest for excellence in teaching, advising, scholarship and services.

The performance assessment process is continuous and documented on an annual academic cycle. The assessment instrument is introduced and discussed with the faculty member by his/her supervisor at the start of the fall semester concludes with annual assessment at the close of the spring semester to sum faculty performance for the academic year. This performance assessment is designed to:

- Recognize and highlight the important contribution of each faculty member to the success of the College.
- Promote balance among the various activities and roles expected from each faculty member.
- Provide a forum and a schedule for discussions between a faculty member and her/his designated supervisor concerning the teacher's strengths and to identify areas where improvement is needed.
- Include an element of peer evaluation.
- Provide support to each faculty member for improvement of performance, ongoing development and ultimately, achievement of excellence in teaching/learning.

The complete assessment package (Faculty Handbook, Appendix VI) consists of three parts:

1. Introduction
2. Sample Assessment Instrument
3. Sample Performance Summary

Two copies of the Assessment Instrument are distributed by the dean: The first is for the teacher's self-evaluation and the second for an independent assessment by the supervisor at the start of the academic year (Sample Assessment Instrument). Each assessor completes the assessment instrument individually scoring the characteristics and performance according to numerical rating rubrics for (a) teaching (65%), (b) advisement, recruitment & retention (15%), (c) professional development, grants and writing (10%), and (d) other activities & services (10%). The teaching rubric has four subcomponents: (i) Observable teaching strategies – 15%, (ii) Delivery – 20%, (iii) Effectiveness – 15%, and (iv) Logistics – 15%. The completed instruments are returned directly to the dean.

The dean transfers the results and observations from the two assessment instruments to the Performance Summary. The assessments are shown in parallel and the observations and recommendations are transcribed and the scores are finalized to produce a rating ranging from Outstanding, Commendable, to Satisfactory, or Needs Improvement. The dean may add additional comments including those obtained from student evaluations of the teachers (regardless of classification or rank) collected from each class.

The Performance Summary is given by the dean to the supervisor to be used at a formal discussion and planning session with the teacher. It is here that new plans for professional development and improvement are developed and documented for implementation in the following semester and possibly thereafter. At the end of this conference, the rated teacher and the supervisor sign the Performance Summary and may add further information or comments. It is returned to the dean for approval and for further individual review, comments and signature. The completed record is filed in the Office of Human Resources and a copy is provided to the teacher. This process represents the regular "*institution evaluation*" of the effectiveness of each faculty member. This process is depicted in the diagram below.

Faculty members who may disagree with the results of their assessments may make comments within the assessment instrument itself prior to the time the faculty member signs it to signify that the results have been discussed with the faculty member and any necessary actions have been planned. In addition, the faculty member may seek clarification or modification through discussions with those involved in the evaluation process. If no satisfaction is reached, the faculty member has access to a formal grievance and appeal process (Faculty Handbook, Sections 5.5 and 5.6).

Faculty Evaluation: Part-Time/Adjunct

The performance of part-time faculty is assessed each semester using the same instrument used, as stated in the Faculty Handbook Section 5.4.1, for full-time faculty except that it only counts the four subcomponents of the teaching rubric: (i) Observable teaching strategies – 15%, (ii) Delivery – 20%, (iii) Effectiveness – 15%, and (iv) Logistics – 15%. The part-time faculty do not carry out the multiple responsibilities of full-time faculty (advisement, recruitment, sponsorships, committees, etc).

Initial and continuing contracts for faculty are issued by the Office of the President based on the evaluation of effectiveness and the recommendations of the deans, and the Vice President for Academic Affairs.

Appointment to Rank

Initial appointment to faculty rank status is based on set criteria for the ranks of instructor, assistant professor, associate professor and professor (Faculty Handbook, Section 4.1). Criteria for academic promotion in rank are described (Faculty Handbook, Section 4.3). While Wiley College is an institution of The United Methodist Church, it does not require faith-adherence statements from its faculty or employees. The College does not discriminate in its employment practices on the basis of race, color, national or ethnic origin, sex, age, disability or religious preference. Faculty members are employed on the basis of their professional credentials, their demonstrated ability to teach, strong references of character, and their ability to support the mission statement of the College and the values of the church.

CONTACT(S)

The Office of the Vice President for Academic Affairs officially interprets this policy. The Office of the Vice President for Academic Affairs is responsible for obtaining approval for any revisions as required by the Executive Cabinet for ADM Policy #03-10-27 (2022). Questions regarding this policy should be directed to the Vice President for Academic Affairs and Strategic Retention.