

inserted by appropriate parties even if the candidate's notification period (the time allowed to a faculty member for response to an item being placed into the PAF) extends past the closing date.

- 8.1.2.b.2 The Department *Personnel Committee* may insert material resulting from its meeting with the candidate, prior to writing its *report*.
- 8.1.2.c Insertion of any other material after the WPAF is closed must have the approval of the College *Personnel Committee*, and shall be limited to items that became accessible only after the date of closure. Material inserted in this fashion shall be returned to the Department *Personnel Committee* for review, evaluation, and comment before consideration at subsequent *levels of evaluation*.
- 8.1.2.d See Section 7 for additional details regarding the PAF and WPAF.

### **8.1.3 Evaluation of Faculty – Evidence – *Dossiers***

- 8.1.3.a Each faculty member shall maintain a *dossier* concerning his/her teaching, professional growth and achievement, and other contributions to the University. The *dossier* shall be updated at least annually. The maintenance and storage of the *dossier* is the responsibility of the faculty member.
- 8.1.3.b During any review cycle affecting a faculty member, his/her *dossier* becomes an attachment to the faculty member's WPAF, and shall be submitted to the Dean or designee for custody in accordance with the RTP calendar.
- 8.1.3.c Upon the conclusion of a review cycle, and after the *grievance* filing period has passed, the College Dean or designee shall notify Faculty members whose *dossiers* remain in custody of the Dean's office to retrieve their *dossiers*. This notification shall be in writing. If the *dossier* has not been removed by the faculty member at the end of twenty working days after such notice, it shall be delivered securely to the faculty member.
- 8.1.3.d If a faculty member files a *grievance* as a result of action taken during the Review Cycle, the *dossier* shall remain in the PAF until the *grievance* is resolved. The faculty member has twenty working days following the *grievance* resolution to remove the *dossier* from the PAF.
- 8.1.3.e As the purpose of the *dossier* is to provide evaluators with the information and material necessary to accurately judge the candidate's performance in the areas listed herein, the *dossier* shall contain the following material:

8.1.3.e.1 [A Copy of the Department Standards](#)

8.1.3.e.2 Current *Curriculum Vita* (CV)

8.1.3.e.3 A Narrative

The narrative should provide a context for the reviewers to understand and evaluate the candidate's activities and achievements contained in the *dossier*. The candidate should use the narrative to highlight the scope and quality of his/her performance in all the areas to be evaluated, making the case that the performance under review has met or exceeded expectations as stated in the Department standards, other sections of the FPPP, and the CBA. At a minimum, the narrative should include the following:

- A reflective statement on the candidate's teaching philosophy/strategies/objectives and how these have impacted the candidate's teaching, (i.e., how these are evidenced in the candidate's classes, assignments, and other learning experiences provided for students), and
- A reflective statement on the candidate's professional development, describing what he/she does and why, how it has evolved and where it might be going in the next few years, and how it has impacted the candidate's teaching.

The candidate may wish to include additional brief annotations and comments throughout the *dossier*.

8.1.3.e.4 Support Materials

The candidate will present evidence that he/she is performing the tasks for which he/she was hired, and to which he/she is assigned. As appropriate to the individual faculty member's circumstances, *dossier* contents include:

Instruction. Evidence regarding teaching effectiveness should address the specific Department standards for courses to be considered in the evaluation, and other support materials required by the Department. Even though peer evaluations and SETs are in the candidate's WPAF, the candidate may wish to place a table summarizing these evaluations in the *dossier*, along with his/her comments and interpretations.

Professional Growth and Achievement. The *dossier* must contain the materials specified by the Department standards. When compiling these materials, the candidate should keep in mind that the quality of these activities is more important than the quantity of activities. The *dossier* should provide reviewers with the information necessary to make accurate judgments regarding such quality.

Other Contributions to the University and Community (also referred to as “Service”). Other materials that would help evaluators assess the candidate’s performance in Other Contributions to the University and Community should be included. When compiling these materials, the candidate should keep in mind that the reviewers will assess the quality as well as the quantity of activities; therefore, this section of the *dossier* should provide reviewers with the information necessary to make accurate judgments about such quality and quantity.

Contribution to Strategic Plans and Goals of the Department, College, the Academic Plan of Academic Affairs, and University. While the material in the above described *dossier* sections will address much of a candidate’s performance relative to strategic plans and goals, the candidate should make sure that any additional evidence regarding performance towards these goals is included in the *dossier*. The candidate may wish to consider adding a statement that guides reviewers to the evidence in the *dossier* that relates to strategic plans and goals. Such activities or achievements may include, but are not limited to, innovations in diversity, sustainability, service learning, civic engagement, and service to the North State.

8.1.3.f See Section 9, 10, or 11, as appropriate, for additional details on recommended/required *dossier* contents for *temporary*, full-time *temporary*, or *probationary* faculty.

#### 8.1.4 Evaluation of Faculty – Evidence – Teaching Effectiveness

##### 8.1.4.a Evaluation of Faculty – Evidence – Teaching Effectiveness – Student Evaluation of Teaching

8.1.4.a.1 Student evaluations of teaching (SETs) serve two purposes: First, the evaluations provide a means of appraising the quality of teaching performance of faculty members; and second, the evaluations should help faculty members improve their teaching and assist in their general professional development.

8.1.4.a.2 Written or electronic student evaluations of teaching (SET) shall be required for all faculty unit employees who teach. All classes taught by each faculty unit employee with six or more enrolled students shall have such student evaluations. See CBA 15.15.

8.1.4.a.3 Each academic *Department/Unit* may draw up its own instruments and/or procedures subject to approval of the University Student Evaluation of Teaching (USET) Committee. Proposed *Department/Unit* instruments must include a satisfactory plan for analysis and evaluation of results and shall be submitted for USET Committee approval.