

## **IFO Master Agreement MnSCU**

Between Minnesota State Colleges & Universities Board of Trustees  
and  
Inter Faculty Organization

2017 to 2019

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### **ARTICLE 22**

#### **Professional Development and Evaluation**

As the primary professionals in the teaching/learning process of the university, faculty place continuous emphasis on the development and improvement of their professional competence and productivity. Professional growth occurs in areas such as effective teaching, scholarly or creative activity, and active involvement in the university community and professional organizations. Faculty scholarship and current knowledge of the discipline, together with a desire to improve pedagogy, are instrumental to good teaching.

**Section A. Purpose.** The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity and other service to the university and community. The purpose of evaluation is to provide faculty with information which will contribute to their professional development. The evaluation processes are intended to be supportive of a faculty member's desire for continuing professional growth and academic excellence. This process contributes to various personnel activities and supports the interest of each faculty member to achieve continuing professional growth and to pursue the highest possible level of academic excellence.

**Section B. Criteria.** The criteria shall include:

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
2. Scholarly or creative achievement or research.
3. Evidence of continuing preparation and study.
4. Contribution to student growth and development.
5. Service to the university and community.

Appendix G provides guidance regarding some of the types of evidence that may be considered appropriate for addressing each category.

**Section C. Schedule and Frequency.**

**Subd. 1. Frequency.** Faculty shall be evaluated and shall submit reports according to the schedule set forth in this section. Faculty members who are scheduled for evaluation less frequently than every year may request more frequent evaluation. With the agreement of the Dean/designee, faculty who are not required to submit professional development plans may do so in order to receive feedback.

Appointment Type	Professional Development Plan	Submission of Reports	Evaluation Period
Fixed Term Faculty appointed to less than .75 FTE	None	None	None
Fixed Term Faculty appointed to .75 FTE or more	Annually	Annually	Annual
Community Faculty	None	First year, every other year thereafter	First year, every two (2) years thereafter
Adjunct Faculty	None	None	None
Head Coaches	Annually	Annually	Annual
Assistant Coaches, appointments totaling .75 FTE or more	Annually	Annually	Annual
Assistant Coaches, appointments totaling less than .75 FTE	None	None	None
Probationary Faculty appointed to .50 FTE or more	Annually	Annually	Annual
Tenured and Non-Tenure Track Faculty below the rank of Full Professor	Every two (2) years	Oral report to immediate supervisor in year one (1). PDR in year two (2).	Two (2) years
Tenured and Non-Tenure Track Faculty at the rank of Full Professor	Every four (4) years	Summary report in year two (2). PDR in year four (4).	Four (4) years

**Subd. 2. Schedule for Evaluation.** Except as otherwise provided herein, the President shall establish a schedule for evaluation, consisting of time tables for preparation of professional development plans, reports, and the periodic evaluation and recommendations regarding non-renewal, tenure, and promotion. The local Association shall be afforded the opportunity to meet and confer prior to implementation of this schedule. First year probationary faculty shall complete their plan by the end of fall semester, and shall complete their professional development report by the end of the spring semester. Probationary faculty in their second year shall submit their PDP within fifteen (15) working days after completion of the evaluation process of their first year.

**Section D. Professional Development Plans (PDP)** . Each faculty member required to submit a professional development plan (PDP) shall, after consultation with his/her immediate supervisor, prepare and submit a PDP for the period to be covered by the evaluation.

**Subd. 1. Plan Content.** The PDP shall include specific objectives, methods, and expected achievements in respect to the criteria in Section B. Faculty members may place different emphases on the various criteria so long as such emphases are consistent with university/college/department/program goals and objectives, and university policy. For faculty with teaching assignments, the PDP shall include a process for student assessment.

**Subd. 2. Faculty Comments.** The faculty member shall provide a copy of the plan to the chair of each department in which he/she has an appointment. The department chair(s) shall provide copies to the members of the department(s). Department members are encouraged to provide written comments on the PDP to assist the faculty member in his/her professional development and, if applicable, to provide guidance with respect to promotion and/or tenure. Written comments will be forwarded to the faculty member. The faculty member may make changes in his/her plan based on faculty comments.

**Subd. 3. Administrative Comments.** The appropriate Dean, his/her administrative designee, or other appropriate supervisor shall provide written comments on each PDP submitted for review in his/her area of responsibility. These written comments shall provide information to assist the faculty member in his/her professional development and, if applicable, to provide guidance with respect to personnel decisions. Before commenting, the Dean, his/her administrative designee, or other appropriate supervisor may consult with the department chairperson(s) and with other members of the department(s) to determine how the plan relates to university/college/department/program goals and objectives. The faculty member shall have an opportunity to respond to these comments.

**Subd. 4. Record Keeping.** Copies of the plan together with comments shall be maintained as part of the faculty member's official personnel file.

**Section E. Professional Development Reports.** At the end of the evaluation period, the faculty member shall submit a written professional development report (PDR) to the appropriate Dean/designee and/or Athletic Director/designee, together with appropriate supporting documentation.

**Subd. 1. Report Content.** The report shall describe the progress made by the faculty member in respect to achieving his/her objectives as specified in his/her PDP. If faculty members include student course assessments as part of their reports, such assessments shall be anonymous, identified only by course/section. Any other student communications or evaluations submitted with the PDR shall not be anonymous.

**Subd. 2. Faculty Comments.** The faculty member shall provide a copy of his/her PDR to the chair of each department in which he/she has an appointment. Each department chair shall provide copies to the members of the affected departments. Departments will provide written comments on the report to assist the faculty member in his/her professional development and, if applicable, provide guidance with respect to promotion and/or tenure. Written comments will be forwarded to the faculty members and the appropriate Dean, his/her administrative designee, or other appropriate supervisor. The faculty member may make changes in his/her report based on faculty comments.

**Subd. 3. Administrative Comments.** The faculty member will meet with the Dean/designee and/or Athletic Director/designee to discuss achievements made during the evaluation period. A written summary of the Dean's/designee's and/or Athletic Director's/designee's assessment of the faculty member's accomplishments in respect to his/her plan, as they relate to the criteria in Section B, together with suggestions to guide future professional development activities, and any upcoming application for tenure and/or promotion, shall be sent to the faculty member and placed in the faculty member's official personnel file. If the faculty member fails to meet the deadline, the Dean/designee and/or Athletic Director/designee shall inform the faculty member in writing that he/she has ten (10) days to comply.

**Subd. 4. Record Keeping.** Copies of professional development reports submitted pursuant to this Article together with written comments provided to the faculty member shall be sent to the appropriate chairperson(s), and to the faculty member's personnel file.

**Section F. Community Faculty Report Content.** Community faculty members shall submit a report documenting achievements under Article 22, Section B, related to Criterion 1. The report shall be submitted to the Dean/immediate supervisor at the end of each evaluation cycle. Deans/immediate supervisors shall make these reports available to departments for use in reappointment recommendations and decisions.

**Section G. Post-Tenure Review.** For the purpose of maintaining and improving effectiveness, tenured faculty members shall be evaluated and shall submit reports as described in this article. The Dean/designee and/or Athletic Director/designee shall submit written comments in response to written reports submitted by faculty members in accordance with this article.

**Section H. Electronic Submissions.** Faculty members may submit evaluation documents and supporting materials in electronic formats supported by the university that can be accessed by relevant faculty and administrators. Electronic signatures may be used where signatures are required.

## **APPENDIX G**

### **Guidelines for Evaluation**

Evaluation focuses on the five criteria set forth in Article 22, Section B, of the Agreement. This Appendix provides guidance regarding some of the types of evidence which may be considered appropriate for addressing each category, both for the department/unit in developing its goals and objectives and for the individual faculty member in preparing his/her Professional Development Plan (PDP) and Professional Development Report (PDR). It is recommended that each campus, through the meet and confer process, review this Appendix to assess how it meets institutional needs and where there are other forms of information and data which could be taken into consideration.

Article 22 notes, “As the primary professionals in the teaching/learning process of the university, faculty place continuous emphasis on the development and improvement of their professional competence and productivity.” It is recommended that the department/unit encourage and the individual faculty member demonstrate continuous growth in development and improvement in the selection and reflection of evidence with each submitted PDP and PDR. Over the course of PDR submissions, the faculty member’s evidence should reflect continuing professional growth.

**Criterion 1.** Demonstrated ability to teach effectively and/or perform effectively in other current assignments. The universities of the Minnesota State Colleges and Universities (MnSCU) are teaching institutions where scholarly and creative activity informs and connects disciplines and student learning.

For teaching faculty, effective teaching shall be the principal proportion of the five criteria considered in evaluation. Effective teaching begins with well informed and intellectually engaged faculty who are current in their disciplines and their pedagogies and who understand relationships among disciplines. Because teaching or other current assignments embraces activities and responsibilities beyond classroom instruction, evaluation may address effectiveness in course development, interdisciplinary course or program development and delivery, curriculum design, instructional innovation, ability to organize, analyze and present knowledge, instructional advisement, assessment of student learning, support activities for teaching and learning, and other such related activities. Evidence of effectiveness regarding non-teaching assignments will differ depending on the assignment.

The faculty member’s PDR should include evidence in support of the foregoing. Faculty are encouraged to include student evaluations as evidence of ability to teach effectively. Evidence of teaching/performance effectiveness may include, but is not limited to:

- Develop and update syllabi that address established course outcomes
- Develop and update course outcomes and content
- Develop and update curriculum
- Demonstrate the use of assessments of student learning
- Provide peer evaluations and reviews of teaching/performance effectiveness
- Demonstrate the use of measures to evaluate student progress and learning outcomes
- Demonstrate effective implementation of accreditation or other professional standards
- Demonstrate the use of multicultural, anti-oppression, and/or inclusion perspectives in teaching methods and other current assignments
- Demonstrate the nature and quality of assignments
- Demonstrate the use of relevant pedagogical approaches
- Demonstrate timely and quality feedback to students
- Receive nominations or teaching awards

**Criterion 2.** Scholarly or creative achievement or research. This criterion supports one’s teaching and contributes to one’s field of knowledge. The advancement of knowledge and education calls for many kinds of scholarship/creative activity/research. Each may require a different approach. Evidence of scholarly or creative achievement or research may include, but is not limited to:

- published works
- works in progress
- unpublished and published reports

- abstracts
- research briefs
- letters to the editor published in disciplinary and professional journals
- software and other technologically delivered academic products
- presentations at professional meetings
- grant applications, reports and awards
- receive nominations or scholarly awards
- invited lectures or presentations
- panels and symposia presentations
- policy analysis
- editorial or advisory roles for professional journals or publications
- evaluation panels for research funding
- exhibitions, juried shows, musical or theatrical performances
- consulting
- accreditation reports
- research projects
- collaboration in the scholarly growth of students, peers and other scholars
- research that contributes to a profession and/or to higher education including but not limited to multiculturalism, anti-oppression and inclusion topics
- third-party grants and contracts
- co-authorship of student-based research or co-development in student-based creative activity
- coaching manuals and/or playbooks

**Criterion 3.** Evidence of continuing preparation and study. Faculty are expected to engage in activities that enhance their ability to perform their duties, given the changing nature of their disciplines and changing techniques of instruction and scholarship. Continued preparation and study is a fundamental component of professional development that can be integrated into any and all areas of professional activities. Evidence of continuing preparation and study may include, but is not limited to:

- remaining current in one's professional discipline and/or special field of study
- participating in seminars, workshops and continuing education courses, and/or formal education/study
- attending professional meetings and conferences
- engaging in structured study leading to development of experimental programs, curricular proposals or revisions, and ongoing revisions to course syllabi or instructional methods reflecting currency in the discipline or its pedagogy
- participating in accreditation processes
- studying multicultural, anti-oppression, and/or inclusion topics

**Criterion 4.** Contributions to student growth and development. Faculty are expected to support student learning and growth. Contributions to student growth can be infused into any and all areas of professional activities. Evidence of contributions to student growth and development may include, but is not limited to:

- developing student-centered curricula
- providing academic and/or career advising
- contributing to student retention and graduation
- participating in and supervising any and all levels of student-based research or creative activity
- assisting in the scholarly growth of students
- mentoring students
- serving or advising student clubs, organizations or societies
- assisting students seeking graduate and professional study, scholarships, fellowships, practica and internships, employment
- providing letters of recommendation
- developing community and business partnerships to enhance job placements

- applied liberal arts opportunities
- working with students in multicultural, anti-oppression, and/or inclusion topics and efforts

**Criterion 5. Service to the university and community.** Faculty responsibilities extend beyond the classroom to areas such as the program, department, college/division, university and greater community. Evidence of service to the university and community may include, but is not limited to:

- serving on and contributing to program, department, school/college, university, and system committees and governance
- mentoring colleagues and students
- performing leadership roles within the university and/or system
- participating in accreditation, program review, and assessment
- fostering alumni relations and promoting university advancement
- recruiting and retaining students
- delivering special university lectures, seminars, workshops or development activities
- serving on regional, national and international professional bodies
- participating in and consulting with community organizations
- providing community presentations and outreach
- developing and supporting community partnerships
- developing and supporting international programs and partnerships with universities and educational service organizations
- working with the community and/or campus in multicultural, anti-oppression and/or inclusion topics and efforts

Clearly, an array of relevant information and data may be used as evidence in all five criteria.