

**4.2. FACULTY POLICIES AND PROCEDURES. THE SCHOOL SHALL HAVE WELL-DEFINED POLICIES AND PROCEDURES TO RECRUIT, APPOINT AND PROMOTE QUALIFIED FACULTY, TO EVALUATE, COMPETENCE AND PERFORMANCE OF FACULTY, AND TO SUPPORT THE PROFESSIONAL DEVELOPMENT AND ADVANCEMENT OF FACULTY.**

**4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.**

All components of our “faculty handbook” appear on the SPH website where we maintain a faculty resources page that includes faculty governance documents, academic and administrative resources, and policies and general information: <http://publichealth.GW.edu/services/faculty>.

Academic resources on our website include the academic calendar; final exam schedule; classroom technology and blackboard use; counseling and disability support services; and the library resources and writing center: <http://publichealth.GW.edu/services/faculty/academic-resources>. Faculty responsibilities can be found at: <http://publichealth.GW.edu/services/faculty/responsibilities>. The faculty governance page includes policies from both the university and the SPH: <http://publichealth.GW.edu/services/faculty/governance>.

All faculty are required to attend an orientation program providing information related to the university administration, history, regulations, and policies. In addition, the Provost’s Office holds an annual day-long orientation for new faculty to familiarize them with policies, resources and other important information. New faculty who will also serve in the role of assistant or associate dean, or department chair, are invited to participate in an administrative orientation offered by the Provost. SPH also maintains a webpage for career development opportunities: <http://publichealth.GW.edu/services/faculty/career-development>.

All faculty are encouraged to participate in the governance of both the University and the SPH. The Faculty Senate is the governing body of the University. The SPH holds three of the 40 senate seats each year. For AY 2015/16 our senators are Rebecca Katz, Karen McDonnell and Rajiv Rimal. The Dean is a standing Administrative Member of the Senate. Karen McDonnell is a member of the Faculty Senate Executive Committee. Details of the standing committees, agenda, faculty organization plan and faculty code can be found at: <http://www.GW.edu/~facsen/>

**4.2.b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.**

In addition to the resources listed above, the SPH orients new faculty through a “New Boots” one day event conducted by Associate Deans Horn, DeLoia and Vigilance at the beginning of each year. The purpose of the event is to help new faculty acclimate to academia and to become familiar with university and SPH policies, procedures, and resources. The Himmelfarb Library offers workshops to orient faculty to library resources and search tools; they also conduct individual faculty consultations: <http://himmelfarb.GW.edu/>. Departments connect new faculty members to mentors who help guide their development as both teachers and researchers.

Opportunities for faculty development involving research are offered through the Office of the Vice President for Research (OVPR) for all those interested in developing research programs. Training materials are available online and through regular workshops: <http://research.GW.edu/about>. In addition, under the direction of Dean Horn, the SPH has developed a robust program for faculty research advancement (See Criteria 3.61.a).

The University Teaching and Learning Center (TLC) offers both individualized support and group workshops. Private consultation is available for course planning, as well as help with production of an online or hybrid course: <http://tlc.provost.GW.edu/teaching-guide>. Attendance of any workshop through the TLC is acknowledged in the annual faculty review process. The services of the TLC are available and encouraged for all faculty. Online instructors receive considerable training on the learning management system, as well as attending weekly meetings for individual course faculty. SPH hired a full time Director of Online Learning to assist faculty with both course development and on incorporating technology into classroom development and learning assessment. The Director of Online Learning is available to consult with *all* faculty, not just online faculty. Most departments provide faculty mentorship, in the form of co-teaching a course and/or peer evaluation, for new educators.

#### 4.2.c. Description of formal procedures for evaluating faculty competence and performance.

##### **New Faculty Hires**

All full-time faculty at the rank of associate professor and professor (non-tenure as well as tenure-accruing) must be approved at both the department and school level through the respective APT committees prior to being approved by the Dean and recommended to the Provost. The Provost makes faculty appointments. The Board of Trustees grants tenure upon recommendation by the Provost. Search committees are convened based on the Faculty Code as well as department and school bylaws. This ensures those who serve in this capacity are able to assess the qualifications of all new faculty appointees. Departments are encouraged to form a diverse search committee and to write a position announcement that will attract a broad and diverse pool of applicants. Each search committee is required to appoint one voting member to serve as the diversity advocate. This person serves as a resource and champion for a fair and inclusive search process, helps to promote consistency in the application of procedures, raises awareness about guarding against unconscious and unintentional bias and encourages diversity in the group of candidates recommended to the dean for interviews. Training and support of diversity advocates is a shared responsibility between the Office of Diversity and Inclusion and the Office of Faculty Recruitment and Personnel Relations. All full-time faculty searches must be advertised for a minimum of 30 days prior to application reviews. This University policy helps to ensure a qualified applicant pool. All full-time faculty hires must go through a background check prior to final appointment. While hiring methods vary somewhat, candidates are generally required to present a departmental seminar and sometimes guest lecture in a course for which they may be expected to be the lead instructor. Departmental faculty who attend the seminar are invited to evaluate the candidates.

## **Annual Review**

Each year every full-time regular, research or special service faculty member participates in an annual review process. The review includes a comprehensive self-assessment, an assessment by the department chair, and a review by the Dean. Research productivity, course evaluations, public health practice and service are reviewed and discussed. Goals for the upcoming year are mutually developed and used in the following year's assessment as a measure of productivity. The Chair reviews these reports with the Dean. Individual faculty's needs for mentoring, additional training and other types of support are identified and a plan is put into place.

For faculty in the tenure track, a midpoint evaluation is strongly recommended. This evaluation consists of the faculty member preparing his/her dossier (or an abbreviated version depending on the department guidelines) for review by three or more senior members of the departmental APT committee. A written report is provided to the department chair who then meets with the tenure track faculty to discuss the faculty member's progress towards tenure and to offer guidance as needed to help ensure a successful tenure review. Additional faculty development and mentoring to strengthen any identified weaknesses are arranged at this time.

### **4.2.d. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.**

Outstanding performance in teaching is valued at all levels in the School. In most departments, the faculty recruitment process requires candidates to not only present a seminar but also have their performance in the classroom observed by the departmental search committee to identify candidates who are effective educators.

## **Course Evaluations**

Students are asked to complete online course evaluations at the end of each term. These evaluations are reviewed by department Chairs and/or Vice-Chairs, the Associate Dean for Academic Affairs and the Dean. Faculty who receive below-average evaluations are informed and coached. This coaching can be with the TLC staff, the Director of Online Education, the Chair, or the Associate Dean. In rare cases where a faculty member repeatedly scores below average, even after coaching and mentoring, we can remove the faculty member from being a lead course instructor.

For the online program, we use student surveys to collect course evaluation data throughout the term. If we learn that a synchronous session leader is struggling, we can review session recordings and offer immediate intervention. Synchronous session leaders who do not improve after coaching are not invited back.

For residential classes we use the university system. Prior to 2013, the School used the School of Medicine and Health Sciences course evaluation program. This evaluation came in the form of a PDF,

making it difficult to search and collate data. We moved to the university system for course evaluations in 2013, which, although an improvement, still lacked built-in analytics.

This past year, the University purchased SmartEval software <http://info.smartevals.com/index.aspx>. This software supports data analytics that will be useful for helping faculty to improve their teaching, such as tracking faculty evaluations through time, allowing individualized questions for a course, and tracking data on student achievement. This new evaluation software was piloted in Spring 2015 for the residential courses. Since then, SmartEval has been used for evaluation of all courses, including those in our online programs. See **ERF 4.2.d.: Course Evaluation Samples- Spring 2015**.

#### **4.2.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.**

This criterion is met.

##### **Strengths:**

- Clearly articulated and accessible faculty policies.
- Culture of excellence in teaching at all levels and selection of faculty who have strong teaching skills.
- Real-time teacher evaluation data and interventions for online courses.
- Commitment to faculty development and career advancement at multiple levels.
- Mentoring is tailored to the needs of faculty in disparate fields.
- Annual review of faculty.

##### **Challenges:**

- Faculty mentoring is variable between departments
- Difficulty assembling and analyzing long term data on course evaluations and faculty because of changes in data collection and reporting platforms for residential courses.
- Course evaluation system for residential programs has had no built-in analytic capabilities.
- Variable, often low, response rates for course evaluations for residential courses.

##### **Future Plans:**

- Develop school-wide faculty mentoring policies.
- Create a course on teaching online for all participating faculty.
- Explore a peer evaluation system for teaching.