

**Department of Philosophy
Marquette University
Policy for Review of Regular Senior Faculty
Unanimously Approved by Philosophy Department (April 26, 2003)**

The senior faculty review provides a periodic opportunity for confidential discussion between the senior faculty member and the department chair regarding the individual's career at Marquette. The review is 'formative' in nature only; it is designed only for faculty development. It shall not play a role in the assignment of merit raises or, in the case of associate professors, for evaluating a person for promotion to full professor. Rather, the review should provide an opportunity for frank and candid discussion regarding the enhancement of a faculty member's career, working conditions, and satisfaction at Marquette. Faculty to be reviewed in a given academic year should be notified by the chair at the beginning of the year. The review would then be conducted at any time during the year per arrangements with the chair and the faculty member.

Senior faculty should be reviewed every six years. The first reviews will begin in 2003-2004. Normally, three senior faculty will be reviewed each year beginning with those who have been at Marquette the longest. All senior faculty should be reviewed within a six-year cycle commencing in 2003-2004. Junior faculty who are tenured after 2003 will be subject to senior faculty review six years after their promotion and tenure becomes effective. This review is NOT connected with the re-certification of faculty on annual 3/2 teaching loads.

For the purposes of the review, the chair will consult the normal sources the department uses to gather information about teaching, research, and service, including SCOT scores, graduate student reviews of gradual classes, grading patterns, peer reviews if available, etc.. The senior faculty member will provide a complete and updated CV as well as a general 1-2 page statement about the current state and prospective development of his or her career.

Faculty members are strongly encouraged to invite a colleague to visit classes to observe and provide feedback on teaching; these visits would be strictly informal and confidential. Of course, the senior faculty member may request the department to provide a formal peer review of teaching; such reviews would become part of a person's teaching record and would be used as such for considerations of merit rates and promotion to full professor.

The statement by the faculty member should address the following issues:

A. Teaching: a brief statement of one's approach to teaching as well as general goals for students, both graduate and undergraduate, particular strengths and weaknesses in teaching, one's general plans for teaching during the next six-years (e.g., new course development, links between teaching and research, etc.).

B. Research: a brief statement about the current nature of one's research and plans for publication as well as brief statement about expectations and plans for research in the next six years.

C. Service and contribution to university/department mission: a brief statement about one's role as a 'citizen' at Marquette and one's engagement in the life of the University outside of teaching and research, a brief statement of how one perceives one's career in general in relation to the mission of the department and the University.

D. A summary statement about the nature and direction of one's career. For associate professors, the statement should include some indication of the strategies for obtaining promotion to full professor. The statement should also include indication of ways in which the department and the University might realistically support one's career and its development.

Because senior faculty review is designed strictly for faculty development and because the discussions are confidential, the chair will not provide a letter of review that summarizes the contents of the discussion or any recommendations that might be made. Of course, should the chair commit department resources to assist faculty member or make arrangements that impact upon a faculty member's general duties (for example, a reduced load), those matters should be communicated to the faculty member in writing subsequent to the meeting. The department will retain for the faculty member's personnel file a copy of the CV, faculty member statement, and any documents provided by the chair, e.g., a summary of SCOT scores.