

**Department Collegial Review Document
Department of Health, Physical Education and Recreation
Effective Fall Semester, 2008**

**Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review**

I. Overview –

The purpose of the Department Collegial Review Document is to provide faculty members with an annual assessment, which includes written feedback concerning the extent to which they have met the department and college criteria, and university standards for teaching, service, and scholarly/creative contributions. The Department Collegial Review Document is based on an annual record of performance and is used in making salary and TPR decisions.

The Health, Physical Education and Recreation Department believes teaching, service and scholarship are all valid and important expectations of its faculty members, with excellent teaching being the most important. The Department also believes that a faculty member's priorities toward these responsibilities may change with time. To become tenured, a faculty member must have demonstrated the ability to research and publish. Therefore the beginning of a faculty member's career at Western Carolina University should provide opportunities to allow him/her to demonstrate his/her abilities in those areas. Teaching and service loads should be appropriate to allow the new faculty member to research and publish. Service, in particular, should play a smaller role in new faculty members' professional efforts in the early years, although university and professional service may increase as their teaching and scholarly accomplishments become well established. Having demonstrated the ability to research and publish, tenured faculty should continue to be active scholars but may need to focus their efforts elsewhere, such as University and/or professional service.

We believe that service to the University and to our professions is very important. Service on the Faculty Senate and its Councils, the UNC Faculty Representative Assembly, College and University Committees and College and/or University Task Forces should be reserved for tenured faculty who not only have the experience to contribute meaningfully to the deliberations of these bodies, but who can also devote the necessary time to these efforts without jeopardizing their reappointments when time and efforts are directed away from their teaching, research and scholarly activities.

We further believe that the Health, Physical Education and Recreation Department of Western Carolina University has a commitment to the State of North Carolina and in particular to the western part of the state. We value contributions to state professional associations such as the North Carolina Alliance for Athletics, Health, Physical Education and Recreation and Dance (NCAAHPERD) and to state and regional publications such as the *North Carolina Journal*, a publication of NCAAHPERD. We recognize that to achieve tenure a faculty member must have demonstrated that he/she can successfully publish in national journals, but in our efforts to support our state and regional professional associations, publications and scholarly presentations at the state level are appropriate. We also recognize that to meet the University expectations for promotion to Professor, one must demonstrate recognition by one's peers outside the university. This requires scholarship as demonstrated by both publications and professional presentations at the national level. Consistent with the

Faculty Handbook, promotion to Professor also requires leadership in University affairs, reinforcing the department's commitment to tenured faculty having the opportunity to take an active role in University Committees and seeking leadership positions on them.

We think it is important to point out the various expectations for faculty who are tenured, those on a tenure track, those serving as visiting instructors, and those serving as lecturers. We believe that expectations for faculty performance are different for faculty who have wide-ranging responsibilities, and who were employed to perform different jobs. Based upon these beliefs and principles, we offer the following guidelines related to Annual Faculty Evaluation.

II. Domains of Evaluation

A. Teaching (Faculty Handbook Section 4.04 & 4.05)

1. Teaching effectiveness is evaluated according to the following 7 dimensions:

- a) Content expertise** – Effective teachers display knowledge of their subject matters. Content expertise includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- b) Instructional delivery skills** – Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- c) Instructional design skills** – Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
- d) Course management skills** – Effective teachers give timely feedback to students, make efficient use of class time, and handle classroom dynamics, interactions, and problematic situations (e.g., academic dishonesty, tardiness, etc.) appropriately.
- e) Evaluation of students** – Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
- f) Faculty/student relationships** – Effective teachers display a positive attitude toward students, show concern for students by being approachable and available, present an appropriate level of intellectual challenge, sufficient support for student learning, and respect diversity.
- g) Facilitation of student learning** – Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work.

2. Methods of evaluation and sources of evidence

a) Self-evaluation of teaching, addressing the 7 dimensions of effective teaching. (4.05A)

The instructor's self-report and evaluation should address each of the seven dimensions of teaching (see Section 4.05B.1). The report should include items such as a statement of teaching philosophy, a description of goals, methods, and strategies used, and selected teaching materials for the courses taught during the period of the review.

b) Peer review of teaching materials --including syllabi, examinations, study guides, handouts, assignments, etc. (4.05B2b)

Documents for review must include syllabi with clearly defined grade requirements including components specified in the current Faculty Handbook and examinations that meet university rigor and other teaching materials selected from: Quizzes, reading lists, assignments, study guides, handouts, slides, other media, computer programs, workbooks, and other appropriate materials. Two colleagues will review the teaching materials to evaluate instructional design and evaluation of students. They will provide feedback by addressing dimensions 3, 5 and other appropriate dimensions of teaching.

c) Direct observation of instruction using the departmental protocol. (4.3.1.1)

All tenure-track, fixed-term and part-time faculty must be evaluated by direct observation of classroom teaching as required by the University of North Carolina General Administration. Classroom observations will be done by two peer reviewers, one per semester, and one yearly observation by the department head. Evaluations will be based on the Seven Criteria of Effective Teaching.

d) Student assessment of instruction, using a form of the university-wide SAI instrument--required of all sections of all courses. (4.05A)

Using the Faculty Senate approved on-line course evaluation system, all faculty (tenured, tenure track, fixed term and part time) will be assessed in each class section each semester. However, if fewer than four evaluations are submitted and/or less than 33% of the total enrolled students return evaluations the department head will interpret those SAIs with caution.

3. General comments –

The Health, Physical Education and Recreation Department believes teaching, service and scholarship are all valid and important expectations of its faculty members, with excellent teaching being the most important.

a) Professional Development –

The Health, Physical Education and Recreation Department believes participation in Professional development activities are important to remain abreast of the discipline. Professional Development activities include attendance of Local, State, Regional, National, or International Conferences, FCTE activities, workshops, etc. (Taskstream, WebCAT)

B. Scholarship and Creative Works (4.05C)

- 1. WCU recognizes as legitimate forms of scholarly activity the 4 types described by Boyer. Specific departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and department-specific examples of each, are described below.**

- a) Scholarship of discovery – Original research that advances knowledge. Also includes creative activities such as artistic products, performances, musical, or literary works.**

In the HPER Department, the **Scholarship of Discovery** includes research that is either published in a book, book chapter, professional journal (*Research Quarterly for Exercise and Sport*, *The Physical Educator*, the *North Carolina Journal*, etc.), etc. as described below or data-based research that is presented at a state, national or international conference where presentations are evaluated by external reviewers. Externally funded grants to support data-based research are also included in the Scholarship of Discovery.

- b) Scholarship of integration – Synthesis of information across disciplines, across topics, or across time.**

The **Scholarship of Integration** includes articles and/or presentations at the state, regional, national and international levels

- c) Scholarship of application – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.**

The **Scholarship of Application** includes articles in national, regional or state journals (such as the *Journal of Physical Education, Recreation and Dance, Strategies*, etc.) that assist practitioners in doing their jobs in HPER. It also includes practitioner-oriented presentations at state, regional, national and international conferences designed to promote health, and/or physical education and/or recreation.

- d) Scholarship of teaching and learning – Systematic study of teaching and learning processes.**

The **Scholarship of Teaching and Learning** includes articles, books, and presentations in state, regional or national journals or conferences that support the improvement of teaching and learning.

- 2. Methods of evaluation and sources of evidence—including acceptable processes for peer review –**

MAJOR SCHOLARLY WORKS IN HPER

Publications

- Book authorship (new Book or subsequent edition), regardless of the order of the candidate's name on the author list
- Book chapters and/or creative works published, regardless of the order of the candidate's name on the author list
- Refereed journal articles, regardless of the order of the candidate's name on the author list

Editorial Work

- Editor of a book, collection and/or monograph

Grant Work

- External grant of \$10,000 or greater, contract and/or scholarly fellowship proposals awarded to the institution on your behalf

Professional Presentations

- Formal, peer-reviewed presentations made at professional meetings:
 - International
 - National
 - Regional

Creative Works

- Copyrighted computer creative works related to the candidate's field of expertise (software development, web-based modules, etc.)
- Juried shows, commissioned performances, or competitive exhibitions
- Copyrighted or patented creative works related to the candidate's field of expertise

MINOR SCHOLARLY WORKS IN HPER

Publications

- Non-refereed journal articles, book chapters and/or creative works published
- Monographs, technical reports, policy statements, guidebooks, economic impact statements and/or pamphlets
- Initial submission of manuscript for review

Editorial Work

- Editor of a Proceedings publication
- Books, journal articles, and/or manuscripts reviewed

Grant Work

- External grant, contract and/or scholarly fellowship proposals approved by the institution on the candidate's behalf
- Internally funded research grant

Professional Presentations

- Formal, peer-reviewed presentations made at professional meetings:
 - State Professional Conference

Collaborative research with students

(Includes the WCU Research Symposiums)

- with undergraduates
- with graduates

Specific Procedures for External Review (Third Year Reappointment, Tenure and Promotion)

At the time of third-year reappointment, promotion and/or tenure, faculty who have chosen to focus their scholarship in certain domains may not have a lengthy record of traditionally published scholarly works. If the bulk of the candidate's scholarly evidence is unpublished, or published in non-peer-reviewed venues s/he will prepare a packet of materials for external review. This packet will include:

1. A 2-3 page statement from the candidate that provides an overview of the contents, a description of how they relate to a broader scholarly agenda, and evidence of the materials' worth (e.g., their use within a scholarly or practitioner community, contribution to knowledge or practice).
2. A representative sample of unpublished scholarly materials
3. A current vita

The external reviewers will prepare written reviews that will be included in the candidate's dossier as supplemental evidence related to scholarship

Procedures for External Review

1. By the first working day in May of the spring prior to application for 3rd year reappointment, tenure, or promotion, the candidate will inform the Department Head that s/he plans to include external reviews in the dossier.
2. By the first working day in June, the candidate will submit to the Department Head up to five names and contact information for potential external reviewers.. All of the potential reviewers should have expertise in the candidate's discipline and hold the terminal degree in the field. Ideally the reviewer would be employed (or have been employed) as a faculty member in an institution of higher education that uses Boyer's model of scholarship.
3. The Department Head will identify two external reviewers who agree to review the candidate's materials. At least one of those reviewers should be from the list submitted by the candidate. If the other reviewer is not on the candidate's list, s/he should have the same qualifications as described in #2.
4. By the first working day in August, the candidate will submit the packet of information for external review to the Department Head for immediate distribution. By the first Tuesday in September, each external reviewer will review the full contents of the candidate's external review packet and provide a 1-3 page analysis of the materials, with overall conclusions about the quality of the work and the extent to which it supports the candidate's application for third year reappointment, tenure or promotion (based on the definitions of rank provided in the WCU Faculty Handbook). The completed written analysis will be submitted to the Department Head, who will give copies of the reviews to the candidate for inclusion in the dossier.

3. General comments –

To become tenured, a faculty member must have demonstrated the ability to conduct research and publish. The department recognizes that to achieve tenure a faculty member must have demonstrated that he/she can successfully publish in national journals, but in our efforts to support our state and regional professional associations, publications and scholarly presentations at the state level are also appropriate.

C. Service (4.04C3 & 4.05D)

1. Types of service

a) Institutional service –

Good Citizenship

Departmental Committees _____
College Committees _____
University Committees _____
Student Recruitment _____
Faculty Mentoring _____
Non Discipline Club Advisor _____
Workshops for WCU (Non FCTE) _____

b) Community engagement –

Community Engagement and Outreach

Local _____
Regional _____
State _____
National _____
International _____

c) Special expertise, unusual time commitments, or exceptional leadership

Special expertise, unusual commitments or exceptional leadership

Professional Organization Service _____
Accreditation Service _____
Taking students to conferences _____
Organizing a conference _____
Teaching an unremunerated overload _____
Program Director _____
Taking students to community service projects _____
Other _____

d) Advising –

Advising Students:

Entry Advisement (teacher interviews, PRM student strategic plans) _____
Ongoing Advisement (revisiting plans, biographies, career and course advisement) _____
Final Advisement Graduation Checks _____
Thesis advisement _____
Professional Student organization _____

Reference Writing _____
Portfolio Checks _____

2. Methods of evaluation and sources of evidence –

The HPER department expects the faculty to be involved in Community Engagement and Outreach, Good Citizenship, lending their Special Expertise to the profession and/or community. Additionally faculty are expected to provide high quality advising to our students. See Section IV of this document for specific guidelines for methods of evaluation.

3. General comments –

We believe that service to the University and to our professions is very important. Service on the Faculty Senate and its Councils, the UNC Faculty Representative Assembly, College and University Committees and College and/or University Task Forces should be reserved for tenured faculty who not only have the experience to contribute meaningfully to the deliberations of these bodies, but who can also devote the necessary time to these efforts without jeopardizing their reappointments when time and efforts are directed away from their teaching, research and scholarly activities.

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation (4.05)

1. Overview –

All instructional faculty, regardless of status or participation in other review processes, are evaluated annually. This performance evaluation serves as an active, ongoing monitoring of faculty effectiveness. Deadlines for completion of the review process are determined by the Deans and Provost.

2. Composition of review committee –

In the Department of Health, Physical Education and Recreation AFE files are reviewed and evaluated by the Department Head, rather than by a faculty committee. The Department Collegial Review Document Committee, elected annually, comprises three tenured faculty, with the Department Head as non-voting chair. This committee is responsible for reviewing and recommending changes to the Departmental Collegial Review Document as needed.

3. Procedures and preparation of documentation

- a) All full-time faculty members must prepare an AFE file that includes (1) their AFE document and (2) a set of appendices with supporting documentation and artifacts. In general, this file follows the structure of the TPR dossier but is limited to a single year rather than a cumulative record. The AFE document prepared by the faculty member should follow this outline:
 - 1) Teaching. List courses taught for the current academic year, including the preceding summer, with enrollment. Briefly address the 7 dimensions of effective teaching, citing examples from the current year. Summarize Peer Reviews, and Student Assessment

of Instruction. Also list professional development activities. Place copies of the Peer Evaluations and Student Assessment of Instruction results in the appendix.

- 2) Scholarship. List scholarly activity completed during the academic year (previous 12 months from time of submission of file). Clearly distinguish between outcomes and work in progress. Take care not to duplicate entries from previous years. If an item appeared previously with a different status (e.g., article submitted), clearly indicate that it was listed previously, and how. Include in an appendix any reprints, conference submissions, compressed formats of posters, etc., to document your scholarly activity.
- 3) Service. List service to the department, college, university, and external community. Address advising activities, including number of undergraduate and graduate advisees, work with majors clubs, and so forth. Address student evaluations of advising and include advising evaluations in appendix.
- 4) Other pertinent information. Describe additional information that does not fit into the categories above, or simply indicate N/A.

b) **Evaluation of Full-time non-tenured/non-tenure track faculty-** These procedures and guidelines are based upon the assumption that the full-time non-tenured/non-tenure track faculty member is responsible only for teaching and service. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings of section IV.A below

c) **Evaluation of Part-time teachers** - These procedures and guidelines are based upon the assumption that the part-time faculty member is responsible only for teaching. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings of section IV.A below

B. **Reappointment, Tenure, and Promotion (4.06 & 4.07)**

1. **Overview** - The Office of the Provost will generate an annual list of faculty eligible for tenure and reappointment.

2. **Composition of review committees**

a) The departmental TPR Advisory Committee shall be chaired by the department head (non-voting) and shall be composed of up to six tenured faculty members elected annually by the department's full-time faculty. In the event that there are six or fewer tenured faculty, the committee shall be composed of the department head and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the department

head. In the event that there are less than three tenured faculty, the Provost, in consultation with the department and dean, will select tenured faculty from similar departments to constitute a committee of at least three.

- b) The College TPR Advisory Committee shall be chaired by the dean (non-voting) and shall be composed of faculty members of the college as specified in the Faculty Handbook.
- c) The University TPR Advisory Committee shall consist of the Provost as chair (non-voting), the Dean of the Graduate School, and faculty members of the University as specified in the Faculty Handbook.

- 3. Procedures and preparation of documentation** – As noted above, detailed instructions for preparing the dossier are issued annually by the Office of the Provost. The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The list is finalized by the Office of the Provost in conjunction with the Dean's office. Detailed instructions for preparing the dossier are issued annually from the Office of the Provost including the TPR schedule for when documents are due and decisions are made at the various review levels. The candidate will need (1) the departmental CRD, (2) the Guidelines for Preparation of the Dossier, and (3) the timetable for the review process

C. Post-Tenure Review (4.08)

1. Overview

Tenured faculty in Health, Physical Education and Recreation, whose primary responsibilities are teaching and/or service and/or research, will undergo post tenure review. This review shall take place no later than the fifth academic year following the most recent of any of the following review events: award of tenure or promotion at WCU, prior post-tenure review, or return to faculty status following administrative service. A period when a faculty member is on leave from duties shall not be included as part of the five years between mandatory review events. In such cases, the maximum interval shall be extended accordingly. The purpose of post-tenure review is to support continuing faculty development, to promote faculty vitality, and to encourage excellence among tenured faculty.

2. Composition of Review Committee

The post tenure review committee (The Committee) shall consist of all tenured faculty members in the department, excluding the department head and the faculty member being reviewed. If fewer than three tenured faculty members are available to serve on the committee, the committee and the department head will consult with the Provost to select a tenured faculty member from another department so that a committee of three tenured faculty members can be assembled.

3. Procedures

The tenured member of the HPER department who is being reviewed will submit his/her four most recent Annual Faculty Evaluations (including supporting materials) and a current Curriculum Vitae. The Committee will evaluate the candidate's professional competence; conscientious discharge of duties, taking into account distribution of workload as developed by the department head, and efforts to improve performance. Exemplary faculty performance, as determined by the department, involves sustained excellence in teaching, scholarly/artistic achievement, and service.

Excellence in teaching shall be determined by the candidate's student evaluations, peer evaluations, department head evaluations, extraordinary application of teaching energies and/or creativity, and honors and awards for teaching. Excellence in scholarly/artistic achievement shall be determined by the candidate's record of publications, professional presentations at state, regional, national, and/or international professional meetings, research grants funded, supervision of student research projects, journal or textbook editing and reviewing, recitals, seminars and workshops. Excellence in service shall be determined by the candidate's record of advising, involvement with student organizations, active committee memberships and chairs, administrative responsibilities, and involvement with professional organizations through active membership and leadership.

Peer reviewers will submit their written evaluations to the department head (or the Dean in the case that the department head is undergoing Post Tenure Review). The department head (or the Dean in the case that the department head is undergoing Post Tenure Review) will provide a copy of this evaluation to the faculty member being reviewed and will meet with the faculty member to discuss the review. The department head (or the Dean in the case that the department head is undergoing Post Tenure Review) will align his/her evaluation with the mission of the university, the college and the department. The faculty member then has the option of attaching a written response.

In the case of an unsatisfactory review, the department head (or the Dean in the case that the department head is undergoing Post Tenure Review), in consultation with the faculty member, peer committee and dean of the College of Education and Allied Professions will create a three-year development plan within one month of the review. The plan shall include (1) specific improvements to be accomplished within three years, (2) resources to be committed to the improvement efforts, and (3) other support provided by the administration. The department head (or the Dean in the case that the department head is undergoing Post Tenure Review) and peer committee will monitor the faculty member's progress relative to the development plan and provide verbal and written feedback to the faculty member semi-annually.

The plan shall also include a clear statement of consequences should adequate progress not occur by the end of the third year. The consequences may range from suspension of pay raises, to, in the most extreme cases, reduction in rank, temporary suspension of employment, or termination of employment.

Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

IV. The criteria for meeting expectations in Health, Physical Education, and Recreation

A. Annual Faculty Evaluation (4.05)

1. Teaching –

The Five Categories of Teaching Criteria are:

Student Assessment of Instruction
Colleague's Reviews of Teaching Materials
Direct Observation of Classroom Teaching
Instructor's Self Report & Evaluation
Professional Development

Student Assessment of Instruction

_____ **Exceeds Expectations:** Faculty member scores an average of 4.0 or higher (on a 5.0 scale) on the combined student ratings, and falls into the upper third of WCU student evaluation rankings.

_____ **Meets Expectations:** Faculty member scores an average of 3.0 – 3.99 (on a 5.0 scale) on the combined student ratings, or falls into the middle third of WCU student evaluation rankings.

_____ **Needs Improvement:** Faculty member scores an average below 3.0 (on a 5.0 scale) on the combined student ratings, and falls into the lowest third of WCU student evaluation rankings.

Colleague's Reviews of Teaching Materials

_____ **Exceeds Expectations:** Syllabi, examinations, and three other examples are all rated exemplary by reviewers. Both peer reviewers and the department head report there was evidence that the faculty member exceeds expectations in meeting the stated dimensions of effective teaching.

_____ **Meets Expectations:** Syllabi, examinations and two other examples of at least "satisfactory" quality as reported by the two peer reviewers and department head. The two reviewers and department head, two of the three report that the faculty member meets expectations in the stated dimensions of effective teaching.

_____ **Needs Improvement:** Syllabi and /or examinations that are unsatisfactory or non-existent and no other materials. The two peer reviewers and the department head, one or fewer of the three report unsatisfactory evidence of the stated criteria of effective teaching.

Direct Observation of Classroom Teaching

_____ **Exceeds Expectations:** Both peer reviewers and the department head report the faculty member's teaching was presented in an effective manner that far exceeds the minimum expectations.

Both peer reviewers and the department head report there was evidence that the faculty member exceeds expectations in meeting the appropriate criteria of effective teaching during the lesson observed (Dimensions 1,2,4,6,7 of the Seven Dimensions of Teaching).

_____ **Meets Expectations:** Of the two peer reviewers and the department head, two of the three report the faculty member's teaching was presented in a clear and concise manner. Of the two peer reviewers and the department head, two of the three report there was evidence that the faculty member satisfactorily met the appropriate criteria of effective teaching during the lesson observed (Dimensions 1,2,4,6,7 of the Seven Dimensions of Teaching).

_____ **Needs Improvement:** Of the two peer reviewers and the department head, one or fewer of the three report the faculty member's classroom teaching was presented in a clear and concise manner.

Of the two peer reviewers and the department head, one or fewer of the three report there was evidence that the faculty member satisfactorily met the appropriate criteria of effective teaching during the lesson observed (Dimensions 1,2,4,6,7 of the Seven Dimensions of Teaching).

Instructor's Self Report & Evaluation

_____ **Exceeds Expectations:** The report is well written and clearly addresses the candidate's personal teaching philosophy, includes how teaching strategies and methods were used to reach course goals and clearly addresses how each of the seven dimensions of teaching were applied to the courses taught.

_____ **Meets Expectations:** The report includes the candidate's personal teaching philosophy and addresses how teaching strategies and methods were used to reach course goals and discusses how each of the seven dimensions of teaching were applied to the courses taught.

_____ **Needs Improvement:** All areas of the report were not addressed and/or the report was poorly written.

Professional Development

Evidence: Documentation of attendance of Local, State, Regional, National, or International Conferences

Participation in activities designed to improve teaching.

Evidence: List of FCTE activities, workshops, etc. (Taskstream, WebCAT)

_____ **Exceeds Expectations:** 4 or more, which includes attendance at one off-campus conference or workshop

_____ **Meets Expectations:** 2-3, which includes attendance at one off-campus conference or workshop

_____ **Needs Improvement:** 0-1

Overall AFE Expectations for Teaching

_____ **Exceeds Expectations:** Faculty member must achieve a minimum of two Exceeds and two Meets Expectations from the categories

_____ **Meets Expectations:** Faculty member must achieve all Meets Expectations or balance a maximum of one Needs Improvement with one Exceeds Expectations from the categories

_____ **Needs Improvement:** Faculty member achieves two or more Needs Improvement, together with any combination of Exceeds and Meets Expectations from the categories

2. Scholarship –

Scholarship activities are defined in Part II. The Overall AFE expectations for Scholarship include:

_____ **Exceeds Expectations:** Any activity beyond “meets expectations”

_____ **Meets Expectations:** A tenure track or tenured faculty member must show evidence of two activities of scholarship from the Boyer Model each year.

_____ **Unsatisfactory:** Any activity below “meets expectations”

*Note

The above ratings are for AFE each year. ***For tenure the faculty member must have a consistent record over time that includes at least 5 major works or 4 major works and six minor works over the last five years prior to application for tenure including at least four refereed publications, three of which is in a national or international journal.***

3. Service –

Service activities are defined in Part II. The Overall AFE expectations for Service include:

_____ **Exceeds Expectations:** 9 or more activities in 3 or more categories

_____ **Meets Expectations:** 7 activities in at least 3 categories including consistent and professional service to the department.

_____ **Needs Improvement:** Fewer than 7 activities in at least 3 categories

For Advising Only:

_____ **Exceeds Expectations:** Minimum score of 3.5 on the advising evaluation and involvement in 5 or more categories or 4 categories and a heavy advising load (greater than 15 students)

_____ **Meets Expectations:** Minimum score of 3.0 on the advising evaluation and involvement in 4 categories

_____ **Needs Improvement:** A score below 3.0 on the advising evaluation and involvement in fewer than 4 categories.

B. Reappointment (4.06)

1. Teaching -

The **first year** reappointment candidate on a tenure track must demonstrate the potential to be an outstanding teacher. This can be done by producing high-quality syllabi for all classes, preparing fair, yet challenging tests that evaluate students across the spectrum of Bloom’s taxonomy, and sufficiently engage students in the learning process using the QEP model. Student evaluations should be above a 2.0 average on a 5.0 student rating scale, and promise of improvement on poor evaluations should be demonstrable. Peer and department head evaluations should be positive, and the first year faculty member should be able to explain how noted deficiencies will be addressed.

Second year reappointment candidates should have addressed any first year concerns to the satisfaction of the department head. Student ratings must be at a 3.0 average (or higher) or fall into the middle third of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

Third to fifth year reappointment candidates should be demonstrating evidence of strong teaching, including student ratings at a 3.0 average (or higher) and fall into the middle third of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

2. Scholarship –

During the **first year** on a tenure track, the faculty member should establish a plan for scholarship. For reappointment, the candidate should be able to explain how he/she intends to meet the scholarship expectations for continued reappointment.

Second year reappointment candidates should have an article submitted for publication in a refereed journal and/or have been accepted for a juried presentation at a state, regional, or national professional meeting.

Third to fifth year reappointment candidates should be averaging one major work per year (see Section II of the DCR document for definition of major and minor works).

3. Service –

The **first year** reappointment candidate will have little opportunity for significant service/engagement activities at the point of recommendation for reappointment.

Second year reappointment candidates should have a good record of service on departmental committees, advising, and membership in professional organizations that may lead to service in the future.

Third to fifth year reappointment candidates should have a good record of service on departmental committees, good advising evaluations (averaging 3.0 or higher on advisee evaluations) should have continued membership in professional organizations with demonstrated potential for professional service and include service to the region.

C. Tenure (4.07)

1. Teaching –

Tenure candidates must demonstrate evidence of strong teaching, including student ratings at a 3.0 average (or higher) and fall into the middle third or higher of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

2. Scholarship –

Tenure candidates must have a consistent record over time that includes at least five major works or four major works and six minor works over the last five years, including at least four refereed publications, three of which is in a national or international journal. (See Section II of the DCR document for definition of major and minor works).

3. Service –

Tenure candidates should have a good record of service on departmental committees, some level of service on College and/or University committees, good advising evaluations (averaging 3.0 or higher on advisee evaluations), should have continued membership in professional organizations, and show involvement on at least four categories of service. (See Section II of the DCR document for definition of service categories).

D. Promotion to Associate Professor (4.07)

In order to be promoted to Associate Professor, a faculty person must demonstrate high levels of teaching, research and service on a consistent and sustained basis

1. Teaching –

Associate Professor candidates must demonstrate evidence of strong teaching, including student ratings at a 3.0 average (or higher) and fall into the middle third or higher of the WCU student evaluation rankings. Peer and department head evaluations should be positive.

2. Scholarship –

Associate Professor candidates must have a consistent record over time that includes at least five major works or four major works and six minor works over the last five years, including at least four refereed publications, three of which is in a national or international journal. (See Section II of the DCR document for definition of major and minor works).

3. Service –

Associate Professor candidates should have established a good record of service on departmental committees, some level of service on College and/or University committees, good advising evaluations (averaging 3.0 or higher on advisee evaluations), continued membership in professional organizations, and show involvement in at least four categories of service. (See Section II of DCR document for definition of service categories).

General comments –

For promotion to **Associate Professor**, the candidate must meet the same expectations as required for tenure.

E. Promotion to Full Professor (4.07)

In order to be promoted to Full Professor, a faculty person must demonstrate superior levels of teaching, research and service on a consistent and sustained basis

1. Teaching –

For promotion to the rank of Full **Professor**, candidates must have demonstrated strong teaching, including student ratings at a 3.0 average (or higher) and fall into the upper third of the WCU student evaluation rankings over the last five years. Peer and department head evaluations should be very positive.

2. Scholarship –

For promotion to the rank of **Professor**, candidates must have demonstrated a superior record of outstanding scholarship that includes at least ten major works or eight major works and twelve minor works including at least eight refereed publications, six of which are in national or international journals. (See Section II of the DCR document for definition of major and minor works).

3. Service –

For promotion to the rank of **Professor**, candidates must have demonstrated significant leadership at the university level, having chaired a university committee. Furthermore, he/she must have had a major leadership position in a state or national professional association. He/she must also demonstrate continued service to the department, the college, the university and the region through advising and other "Citizenship" activities.

F. Post-Tenure Review (4.08)

1. Teaching –

For a successful **post tenure review**, candidates should have met departmental expectations for teaching each year since their last post tenure review. See Section II for further details.

2. Scholarship –

For a successful **post tenure review**, candidates should have met departmental expectations for Service each year since their last post tenure review. See Section II for further details.


3. Service –

For a successful **post tenure review**, candidates should have met departmental expectations for Service each year since their last post tenure review. See Section II for further details.

4. General comments –

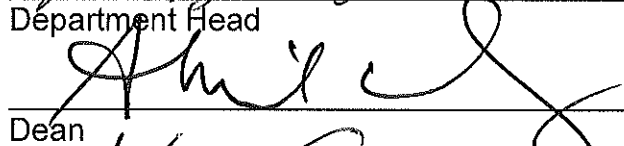
Teaching, in particular should meet or exceed expectations every year. If the tenured faculty member chose to emphasize service or scholarship in a particular year, a rating of "Exceeds Expectations" in that area of emphasis will make up for a rating of "Needs Improvement" in the Service or Scholarship area for that time period.

Approved by:



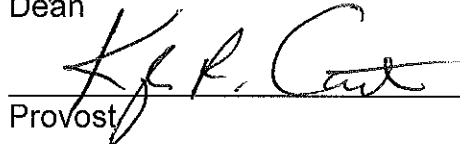
Department Head

8/29/08
Date



Dean

8/24/08
Date



Provost

9-2-08
Date