I. Overview – This document outlines the Tenure, Promotion, and Reappointment (TPR) and the Annual Faculty Evaluation (AFE) processes for the Department of History at Western Carolina University. The criteria, guidelines, and procedures contained herein are supplementary to Section II, 4.00 of the current Faculty Handbook and the WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail on any matter not covered herein by further allowable specification or on any point wherein this Departmental document is inconsistent with those provisions.

II. Domains of Evaluation

A. Teaching (Faculty Handbook Section 4.04 & 4.05)

1. Teaching effectiveness is evaluated according to the following three areas:
   a) Pedagogical Content Knowledge: Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning. Shulman (1987) has called this combination “pedagogical content knowledge” to distinguish it from content knowledge alone or pedagogy alone. Using their pedagogical content knowledge, scholars restructure their expertise in forms that are understandable and useable by their students. An instructor’s pedagogical content knowledge is reflected in the teaching acts that represent a discipline’s central concepts, skills and recent advances through a variety of means, including classroom explanations, assignments, and other course requirements. Teachers become more effective as they repeatedly engage in these teaching acts and find out what is easiest and most difficult for their students and modify their teaching accordingly.

   b) Professional Aspects of Teaching: Effective teaching relies upon the ability to perform well the required administrative and professional functions associated with instruction. While good teaching relies upon disciplinary expertise – and different disciplines often approach teaching differently – teaching is also a profession that requires common duties regardless of area. Such functions include, for example, providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available,
holding classes and making suitable use of class time. Highly effective teaching is more than class management; it is class management that relies upon an instructor’s ability to perform the duties associated with the job.

c) Student Response to Instruction: Students have a unique and important perspective on certain components of teaching effectiveness. They value intellectual engagement, enthusiasm, and passion for course content. Course organization and clarity, two aspects that relate to student success, are validly rated by students. Effective teachers are available to the students. The extent to which the student feels respected and shares a sense of rapport with the instructor correlates with teaching effectiveness.

2. Methods of evaluation and sources of evidence

a) Faculty members should be able to evaluate the current state of their pedagogical content knowledge for a particular course by responding to the questions: “What am I doing to help my students understand the most important material in my field?” and “How have I changed my teaching practices to help students understand the central concepts, skills and advancements for the courses I teach?” Faculty members will produce a statement on teaching currency that discusses how instruction has changed or developed in relation to his/her discipline.

b) Peer review of teaching materials. Peer evaluators, both the Department Collegial review Committee and the Annual faculty Evaluation Committee, should be able to see evidence of pedagogical content knowledge and professional aspects of teaching in the portfolios of materials faculty members submit, including their syllabi, assignments, exams, classroom exercises, and handouts for all courses taught in the terms prior the evaluation. Peer evaluators must consider the extent to which a faculty member’s pedagogy is appropriate to the discipline.

c) Direct observation of instruction. Direct observation by peers of instruction, as well as peer review and evaluation of materials, can provide evaluation of a faculty member’s organizational and administrative performance in their classes and determine the extent to which a faculty member’s pedagogy is appropriate to the discipline. All tenure-track faculty will be evaluated by a direct observation of teaching each term by a tenured departmental faculty member. Tenured faculty will be evaluated once per academic year by a direct observation of teaching by a tenured faculty member within the university. These observations are documented in a letter to the evaluated faculty member and the department head. Tenure-track faculty must have observations from all tenured faculty constituting the Departmental Collegial Review Committee (DCRC) prior to tenure review.
d) Student assessment of instruction. The Department requires that all faculty use the university-wide SAI instrument for all their course sections each semester. In addition, the Department requires that all faculty use the Departmentally approved paper teaching evaluations for all their course sections each semester. Faculty member may also submit the complete set of responses to the open-ended SAI questions in their collegial review materials.

3. General comments. The History Department at Western Carolina University is a community of teacher-scholars committed to the idea that effective teaching maximizes student learning. As such we define teaching excellence as the facilitation of engaged and ambitious learning. Professional development activities in the area of teaching are valued and should be described and documented as appropriate for the specific review event. Receiving a teaching award and/or being named a finalist for a teaching award is recognized as a measure of teaching excellence. The department also encourages engaged teaching and examples of engaged teaching should be adequately noted, such as project-based courses or courses with a significant element of local or regional engagement. Faculty should be available and responsive to student needs and maintain regular office hours. The department will not consider letters from students or alumni when evaluating teaching. The Department encourages faculty to seek professional development through the Coulter Faculty Commons and appropriate discipline-specific programs, such as those offered by the American Historical Association and the Organization of American Historians. Faculty are also encouraged to seek out informal mentors from among the tenured faculty in the Department, College, and University to aid in their development as teacher-scholars.

B. Scholarship (4.05C)

1. WCU recognizes as legitimate forms of scholarly activity the four 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. The History Department defines the scholarship of discovery as original research that advances knowledge, leading to peer reviewed scholarly output including monographs, journal articles, conference papers, and more. The Department recognizes scholarship in the following areas but considers these field as secondary to the scholarship of discovery in our discipline.
   b) Scholarship of integration. The Department defines the scholarship of integration as the synthesis of information across disciplines, across topics within a discipline, or across time, such as textbooks, reviews of theories, historiographical essays, empirical research, methodologies and/or book reviews. Scholarship under this category must, like scholarship of discovery, undergo some form
of peer review and be accessible in published form. The Department encourages faculty to engage in the scholarship of integration but regards this work as supplemental to the scholarship of discovery and insufficient by itself for tenure and promotion considerations.

c) Scholarship of application. The Department defines the scholarship of application or engagement as the application of disciplinary expertise with results that can be shared with and/or evaluated by peers primarily belonging to the traditional fields of service and outreach, with the exception of the scholarship of professionals in applied history fields. To be considered scholarship, work in this category must be original rather than summative, peer reviewed or juried, and accessible to the public in some form. Within the historical profession, applied work is that which is carried on outside of academia, or public history. For faculty hired specifically as public historians or social science coordinators, the scholarship of application may substitute for the scholarship of discovery. Other faculty may produce scholarship in this category, which could include but is not limited to museum or on-line exhibits, guidebooks, oral histories, grant applications, pamphlets, policy documents, manuals, handbooks, and curricular materials. The Department encourages faculty in non-applied fields to engage in the scholarship of application but regards this work as supplemental to the scholarship of discovery and insufficient by itself for tenure and promotion considerations.

d) Scholarship of teaching and learning. The Department defines the scholarship of teaching and learning as the systematic study of teaching and learning processes and recognizes publications concerning the systematic study of the teaching and learning processes as important service to professional college and university instructors. To be considered scholarship, publications in this realm must be bibliographic, meaning that they demonstrate knowledge of current SOTL research; they must be analytical, rather than merely anecdotal; they must be peer reviewed and they must be accessible to the public. The Department encourages faculty to engage in the scholarship of teaching and learning but regards this work as supplemental to the scholarship of discovery and insufficient by itself for tenure and promotion considerations.

An activity that qualifies as scholarship, regardless of type, must meet the following general criteria: (1) the activity is subjected to external peer review; (2) there is clear evidence of methodological rigor; (3) the outcomes are disseminated to a professional, scholarly, or other appropriate audiences. These three criteria help to differentiate the scholarship of teaching and learning from teaching, and the scholarship of application from service/engagement.
2. Methods of evaluation and sources of evidence, including acceptable processes for peer review will consist of the publications, presentations, multimedia projects, exhibits, or other product resulting from the scholarly activity. The History Department defines peer review as a blind review or juried assessment by professionals in the field. The Department will rely on the peer review process within the profession and their own backgrounds and experience in evaluating candidates’ scholarship and creative activities. For scholarly work with no extant peer review process, the Department Head, in consultation with the Department Collegial Review Committee, will create a formal peer review process which will result in at least two written assessments of the work in question by qualified external reviewers. These assessments will be filed in the Department office and will be included in tenure and promotion dossiers. Faculty wishing to include scholarly work without extant peer review must notify the Department Head at the time the scholarly work is completed.

3. General comments. The History Department requires faculty to produce a majority of scholarly work in the category of discovery as based on disciplinary standards. Historians in applied fields such as social science education and public history may have different criteria as defined by their professional fields (see items B.1.b and c, above). The History Department, in keeping with the prevailing standards in the discipline, generally requires a monograph at least under contract or in publication for tenure and promotion to associate professor and another monograph at least under contract or in publication for promotion to professor, but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate’s research production in making recommendations for tenure and promotion.

   a) Grant proposals may be assessed as contributory to Scholarship, similar to a paper presentation, while funded proposals are more highly valued and will be assessed akin to article publication and will be judged based on grant amount and competiveness. See IV.A.2, below.

   b) The Department encourages faculty to take part in professional development to improve their skills as researchers and to stay current with the latest scholarly trends within their field. Professional development includes, but is not limited to participation in the following local, regional, national, and international forums, including: conference presentations and attendance, workshops, seminars, and other scholarly opportunities.

C. Service (4.04C3 & 4.05D)

1. Types of service

   a) Institutional service includes membership on Departmental, college, university, system committees, chairmanship of Departmental, college, university, system committees, student
recruitment activities (open house, majors fairs), management of institutional social media, university representative at state and regional meetings, and other forms of institutional service.

b) Community engagement includes teaching at off-campus sites, non-traditional pedagogical engagement, presentations to community groups, consultancies, conducting professional development for area educators, and other activities as determined by a faculty member’s interests and expertise.

c) Special expertise, unusual time commitments, or exceptional leadership include service in professional organizations, contributions to accreditation documents, administrative duties such as department head, a major role in faculty governance, etc.

d) Disciplinary service includes membership and service in professional organizations, holding offices in professional organizations, editorships of professional journals, receipt of awards tendered by professional organizations, reviewing books, manuscripts, and textbooks, serving on thesis or dissertation committees at other institutions, and consultancies.

e) Advising includes accurate and proficient advising of Departmental majors and graduate students.

2. Methods of evaluation and sources of evidence. The Department requires service commensurate to faculty rank, progressing from Departmental to College to University participation over the course of the faculty member’s career. Professional service and outreach are also valued and assessed, but do not replace participation within the University. The Department will assess whether the faculty member has successfully maintained an appropriate level of service based on representative evidence provided in review materials at each review event.

3. General comments. The Department expects all tenured and tenure track faculty members to perform service within the Department, College, and University, and outreach activities in the community related to the Department, College, and University mission, as appropriate. The Department encourages service in professional societies and other types of service, as appropriate to the faculty member’s interest and expertise.

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation (4.05)

1. Overview. Annual Faculty Evaluations (AFE) will be conducted on all faculty within the Department during the Spring Semester. The Department requires that every faculty member be an effective teacher. There are no exemptions from this provision. The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must make an effort to make a contribution across the board over time.

2. Composition of review committee. For the purposes of the Annual Faculty Evaluation, the AFE Review Committee will consist of all tenure-
track members of the Department who teach at least half-time. This committee examines all available evidence and rates the performance of all faculty members as exceeding, meeting or not meeting departmental expectations. This Committee will point out areas of strength and suggest ways to improve performance. Teaching will be assessed using the three areas of teaching effectiveness outlined in II. A. 1, above. The Department Head reviews all of the information provided by the AFE Review Committee plus other materials made available to the Head in the performance of his/her responsibilities. The Department Head then makes a separate recommendation based on all of the evidence available. This process is the same for all members of the Department.

3. Procedures and preparation of documentation
   a. All full-time faculty members must prepare an AFE document in accordance with the departmental AFE checklist, provided annually, which includes:
      1) Teaching
         a) A statement, of no more than 100 words, discussing how instruction has changed or developed in relation to the discipline during the year under review.

         b) A list of courses by term taught, including number of student in each course

         c) Teaching materials including syllabi, assignments, exams, classroom exercises, and handouts for period under review
            direct observation of classroom teaching

         d) Student Assessment of Instruction and departmental paper evaluations for all courses period under review

         e) Grade breakdown for each course, provided by the Department Head

      2) Scholarship. A list of citations and explanations of activities completed, published, or underway during the academic year.

      3) Service. A list of all service activities during the academic year, with explanations of the scope of service when that is unclear or in cases where other Department faculty may be unfamiliar with the type and/or scope of the activity.

b. Evaluation of part-time/non tenure-track instructors (4.05F).
   The Department Head will conduct Annual Faculty Evaluations of all part-time and non-tenure track instructors based on his/her observations and information contained in the faculty member’s AFE document, student and peer teaching evaluations, and service performance and research productivity, as appropriate.

B. Reappointment, Tenure and Promotion (4.06 & 4.07)
   1. Overview. The History Department will conduct reviews for Tenure, Promotion, and Reappointment in accordance with the calendar
published annually by the Office of the Provost.

2. Composition of review committee (4.07D1). The Departmental Collegial Review Committee will be elected in accordance with the provisions of the Faculty Handbook from all tenured members of the Department who teach at least half-time. The Department Head will chair this committee, *ex officio*.

3. Procedures and preparation of documentation. 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.

C. Post-Tenure Review (4.08)

1. Overview. The History Department will conduct Post-Tenure Reviews in accordance with the calendar published annually by the Office of the Provost.

2. Composition of review committee. The Departmental Collegial Review Committee will be elected in accordance with the provisions of the Faculty Handbook from all tenured members of the Department who teach at least half-time. The Department Head will chair this committee, *ex officio*.

3. Procedures and preparation of documentation. Post-Tenure Review candidates will submit a current curriculum vita, the four most recent AFE summary statements from the Department Head, and student evaluations from the previous eight semesters to the Departmental Collegial Review Committee. The Committee will then review and render a recommendation on candidates in accordance with the calendar provided by the Office of the Provost and within the guidelines outlined in the Faculty Handbook.

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

IV. The criteria for meeting expectations in The Department of History

A. Annual Faculty Evaluation (4.05)

1. Teaching. The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to the Department’s continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship. While faculty may contribute to all areas of scholarship, each faculty member must demonstrate ongoing work in the scholarship of discovery towards completion of a major peer reviewed project, including published books (single or
multiple authors or editors), articles, works under contract or consideration, conference papers, or minor articles. Minor publications, i.e. reviews and abstracts, grant reports and applications, unpublished reports or unpublished works under revision or consideration, are considered secondary and contributory to the ongoing work in major projects. Expectations for faculty in applied fields (public or social science education) may substitute the scholarship of application for the scholarship of discovery, as defined in II.B.1.b and c above, as long as such work meets the standard for external peer review.

3. Service. Each faculty member must be an active Department, College, and University citizen and demonstrate activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.

4. General comments. The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must make an effort to make a contribution across the board over time. Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the Department Head, a written action plan to address the specified deficiencies. Progress on the action plan will be assessed in the next Annual Faculty Evaluation.

B. Reappointment (4.06)

1. Teaching. The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to the Department's continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship. Each faculty member must demonstrate ongoing work, in the scholarship of discovery, towards completion of a major peer reviewed project, including published books (single or multiple authors or editors), articles, works under contract or consideration, conference papers, or minor articles. Minor publications, i.e. reviews and abstracts, grant reports and applications, unpublished reports or unpublished works under revision or consideration, are considered secondary and contributory to the ongoing work in major projects. Expectations for faculty in applied fields (public or social science education) may substitute the scholarship of application for the scholarship of discovery as defined in II.B.1.b and c above, as long as such work meets the standard for external peer review.

3. Service. Each faculty member must be an active Department, College, and University citizen, and demonstrate activity as outlined in Section II C of the Department Collegial Review Document. The faculty member is expected to participate in service at all levels though this pattern may emerge gradually over the span of the probationary period. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.

4. General comments. Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the DCRC and the Department Head, a written action plan to address the specified
deficiencies. Progress on the action plan will be monitored by the Department Head and an assigned mentor, and assessed in the next Annual Faculty Evaluation, and in the next reappointment assessment.

C. Tenure (4.07)

1. Teaching. The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to the Department’s continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship. The History Department, in keeping with the prevailing standards in the discipline, generally requires a monograph at least under contract or in publication for tenure to associate professor, but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate’s total research production in making recommendations for tenure.

3. Service. Each faculty member must be an active Department, College, and University citizen and demonstrate emerging and sustained service activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.

4. General comments. Candidates seeking early tenure are assessed by the criteria specified above and must demonstrate exceptional performance in all areas during the course of their probationary period. “Exceptional” is defined as clearly exceeding departmental expectations in teaching, scholarship, and service as demonstrated by collegial reviews.

D. Promotion to Associate Professor (4.07)

1. Teaching. The Department requires that every faculty member be an highly effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to the Department's continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship. The History Department, in keeping with the prevailing standards in the discipline, generally requires a monograph at least under contract or in publication for promotion to associate professor, but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate’s total research production in making recommendations for promotion.

3. Service. Each faculty member must be an active Department, College, and University citizen and demonstrate emerging and sustained service activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental. in order to be promoted to Associate
Professor, faculty should have sought leadership roles and adopted a broader service agenda.

E. Promotion to Full Professor (4.07)
1. Teaching. The Department requires that every faculty member be a superior teacher as demonstrated in student evaluations, peer evaluations, and through reviews of course materials. Superior teachers effectively mentor junior faculty concerning pedagogical issues and actively foster the educational quality of the department and institution. Candidates must also adapt and contribute to the Department's continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship. The History Department, in keeping with the prevailing standards in the discipline, generally requires a second monograph at least under contract or in publication, for promotion to full professor but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate's total research production in making recommendations for promotion. Overall, the record must be superior.

3. Service. Each faculty member must be an active Department, College, and University citizen and demonstrate superior activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental. Superior performance in service is defined as a broad service agenda and effective leadership.

F. Post-Tenure Review (4.08)
1. Teaching. The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through reviews of course materials. Candidates must also adapt and contribute to the Department's continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship. Each faculty member must demonstrate ongoing work, in the scholarship of discovery, towards completion of a major peer reviewed project, including published books (single or multiple authors or editors), articles, works under contract or consideration, conference papers, or minor articles. Minor publications, i.e. reviews and abstracts, grant reports and applications, unpublished reports or unpublished works under revision or consideration, are considered secondary and contributory to the ongoing work in major projects. Expectations for faculty in applied fields (public or social science education) may substitute for the scholarship of discovery as defined by II.B.1b and c, above as long as such work meets the standard for external peer review.

3. Service. Each faculty member must be an active Department, College, and University citizen and demonstrate activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.
4. General comments. The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must make an effort to make a contribution across the board over time. Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the Department Head, an action plan to address the specified deficiencies. Progress on the action plan will be assessed in the next Annual Faculty Evaluation.

Approved by:  
22 Jun 12  
Date

Department Head  
H. S. Smith  
Date  
6-27-12

Dean  
Beth Upon Leffquist  
Date  
6-24-12

Provost