Department /Division: Center for Entrepreneurship and Innovation  
Department Collegial Review Document  
Effective Fall Semester, 2008

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

I Overview

A Faculty members in the Center for Entrepreneurship and Innovation will be evaluated on teaching, scholarly activity, and service. Teaching is most important and will be given primary consideration.

B Academic Qualifications for Center Appointments

1 At least a master’s degree in a discipline germane to the teaching assignment is required for the position of Instructor.

2 Fixed term appointments may be made at the Assistant, Associate, or Full Professor ranks.

3 Normally, a doctoral degree is required in a discipline germane to the teaching assignment for tenure-track positions as Assistant, Associate, or Full Professor.

C Appointment, Reappointment, or Promotion in Rank Requirements

1 For appointment/reappointment, or promotion in rank, the minimal Center requirements are the same as those stated in the Faculty Handbook.

2 For tenure, the maximum number of years of continuous full-time probationary service shall be seven years, except as provided by the Faculty Handbook.

3 A fixed-term or probationary faculty member with professional rank will normally receive tenure either concurrent with or prior to promotion.

D Other Experience and Professional Preparation:

1 At the time of initial employment, any consideration of prior experience and achievement must be addressed and documented by the Center director, in the case of teaching faculty, or by the Dean, in the case of the Center Director.

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)

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

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

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

B Professional Development

1 Faculty members are expected to maintain their intellectual qualifications and current expertise as defined by the AACSB. This can be either academic or professional qualifications. The Center Director will make best efforts to insure that at least fifty percent of the faculty is academically qualified.

2 Faculty members are expected to have some level of interaction with entrepreneurial businesses to stay current on topics relevant to practice as an entrepreneur.

C 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.

b Scholarship of integration — Synthesis of information across disciplines, across topics, or across time.

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

d Scholarship of teaching and learning — Systematic study of teaching and learning processes.

2 Methods of evaluation and sources of evidence—including acceptable processes for peer review

a Faculty members should demonstrate that they are current and scholarly in their disciplines as reflected in the ways they teach and serve. They are also expected to demonstrate regular, quality activity in one or more types of scholarship outlined below.

b The relative emphasis on each type of scholarship will be determined by the faculty member in conjunction with the Center Director in the context of Center and University mission and needs.

c To count within the category, the activity must lead to an artifact that is evaluated by discipline experts, external to the University, who agree the work is a quality expression of one of Boyer's forms of scholarship:

1) Scholarship of Discovery

Scholarship of this type includes original research that advances knowledge. Artifacts of this scholarship may include but are not limited to published refereed journal articles, authored/edited books, and refereed or invited scholarly presentations.

2) Scholarship of Integration

Scholarship of this type interprets, synthesizes, or brings new insight to bear on information across disciplines, across topics within a discipline, or across time. Artifacts of this scholarship may include but are not limited to textbooks, case studies, chapters in books, bibliographies, literature reviews, and conceptual articles either in scholarly or trade publications.

3) Scholarship of Application

Sometimes called engagement, the scholarship of application goes beyond the provision of service to those within or outside the University. To be considered scholarship of application, it must flow directly out of professional activity and there must be an application of expertise with results that can be shared with and/or evaluated by peers. To meet the definition of scholarship the artifacts must be in a publicly observable form; in other words, it must subject to external critical review and in a form allowing the use and exchange by other members in the discipline. External critical review must be provided
by a either an accepted review process at a recognized journal in the discipline or related discipline, by a sponsoring agency providing funding or oversight, the university administration or university system administration or other other recognized entity outside the department with the expertise to critically evaluate the artifact without bias. Artifacts of this scholarship may include but are not limited to technical reports, guidebooks, funded research grants, client evaluated consulting engagements, service on boards, collaborative work with economic development agencies, and/or pamphlets.

4) Scholarship of Teaching and Learning

Scholarship of this type is the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others. Artifacts of this scholarship may include but are not limited to publication in refereed educational journals, technical reports, development of instructional tools, and/or creation/application of technology to teaching.

3 Scholarly activities should not be rigidly categorized. Many activities and products can be classified as more than one type of scholarship.

D Service (4.04C3 & 4.05D)

1 Service activity, must be discipline specific, provide recognition for WCU, and must be without personal monetary gain to the faculty member

2 Types of service

a Institutional service

1) The faculty member is expected to contribute to the University's mission by such activities as service to the University, College, Center or University system.

2) These contributions may include, but are not limited to, service on committees, liaison with the community or across disciplines, supporting public relations efforts, supporting administrative functioning of the unit, etc.

b Community engagement

1) Activities that support organizational effectiveness and economic development conducted with entities external to the University.

2) Includes activities that involve faculty members and/or students in these kinds of endeavors.

c Special expertise, unusual time commitments, or exceptional leadership

1) Service to entities such as professional societies or organizations.

2) Service to entities such as non-profit organizations.

3) Service to other academic units at the University in support of their programs.

d Advising Students

1) The faculty member is actively and effectively engaged in advising.
e Collegiality

1) Collegiality is the manner in which faculty interact with each other. Collegiality is an important consideration for the appointment, reappointment, promotion, and tenure process. Elements of collegiality include:

2) Respect for other faculty and University employees.

3) Support of the Center, College and University mission statements.

4) Pursuit of common goals.

5) Interaction with peers in activities such as teaching, service, and scholarly activities.

3 Methods of evaluation and sources of evidence

a Faculty members should demonstrate that they are engaged in meaningful service.

b The relative emphasis on each type of service will be determined by the faculty member in conjunction with the Center Director in the context of Center and University mission and needs.

c Evidence of service will be sufficient to allow for a reasonable evaluation by the TPR Committee and the Center Director.

III Specific Procedures for Review Events

A Annual Faculty Evaluation (4.05)

1 Overview

a Purpose

1) To assist faculty members in bringing their classroom and student contact work to a high level of professional quality

2) To promote the continuing development of faculty members

3) To provide a basis for assessments when decisions regarding the status of the faculty member are being made

2 Faculty members who believe they are eligible for reappointment, promotion, and/or tenure shall notify the Center director in writing of their intent to be considered by the TPR committee. The faculty member has the right to appear before the committee to make an oral presentation. Notice of planned appearance by the candidate should be stated in writing to the Center director.

a The TPR committee (by majority vote) may invite the candidate to appear before it to make a presentation or to respond to specific concerns.

b The TPR committee will provide questions in writing to the candidate in advance of the meeting.

c The candidate may accept or decline an invitation to appear before the TPR committee.

3 Composition of review committee
a. The performance of candidates for reappointment, promotion, and/or tenure is reviewed by a Center Tenure and Promotion Review ("TPR") committee.

b. The make-up of the Center TPR committee is determined annually via secret ballot of all full-time tenured and tenure-track faculty within the Center.

   1) To be considered for membership, a faculty member must be tenured in the Center for Entrepreneurship and Innovation.

   2) The Director of the Center for Entrepreneurship shall be the non-voting Chair of the committee.

4 Procedures and preparation of documentation

   a. All full-time faculty members must prepare an AFE document that includes:

      1) Teaching

         (i) A self-evaluation addressing the seven teaching dimensions of teaching (as outlined in Section II.A.1. above),

         (ii) A statement of teaching philosophy,

         (iii) A description of goals, methods, and strategies used;

         (iv) Selected teaching materials for courses taught during the period of review

         (v) Copies of peer evaluations of teaching materials.

         (vi) Direct observation of classroom teaching (if required)

         (vii) Student Assessment of Instruction

   b. Scholarship and Creative Activity

      1) A listing of all scholarship artifacts produced during the evaluation period

      2) Copies of all scholarly artifacts produced

      3) Any evidence or support provided by other parties that speaks to the quality of the scholarly artifacts

   c. Service

      1) Each faculty member will report his or her service activities

      2) Faculty members may submit other documentary evidence of service activities as they deem appropriate.

      3) The Center Director will assess service quality in accordance with departmental goals and AACSB standards.

5 Specific guidelines for preparation of the AFE document

   a. Each member of the Center will prepare a written AFE document for consideration by the TPR Committee and the Center Director. The document will cover all activities for the past 12 months.

   b. The AFE document will include sections for teaching, scholarship, and service.
Evaluation of part-time/non tenure-track instructors (4.05F)

a Each part-time or non tenure-tract instructor shall prepare an AFE that covers the specific responsibilities for which they were engaged.

b Appropriate documentation in support of these activities shall be supplied.

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 Dean, in consultation with the department, selects 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 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

1 Overview - These guidelines are based upon section 4.08 of the Faculty Handbook. Post-Tenure Review (PTR) is required of all tenured faculty members with 50% or more responsibilities involving teaching, scholarship, and/or service. This review is required of all tenured faculty members no later than the fifth academic year following the most recent review event.

2 Composition of review committee - The departmental post tenure review committee shall comprise all tenured members of the department, excluding the department head and any members scheduled for Post-Tenure Review. In the event that there are less than three tenured faculty members in the department, the Provost, in consultation with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three.

3 Procedures and preparation of documentation
a The Office of the Provost includes the timetable for PTR along with the annual TPR schedule, distributed at the beginning of the academic year.

b The documentation prepared by the faculty member should generally follow the structure and format of both the TPR Dossier and the departmental AFE File described above in section III.A.3. Use a 1-inch 3-ring binder, with name and PTR on the cover.

1) Prepare a brief (2-3 page) Self-evaluative statement highlight teaching, research, and service achievements over the past 5 years, since the most recent promotion or Post-Tenure Review.

2) Include the AFE document you prepared for each of the past 4 years. (This is required by the Faculty Handbook.)

3) Finally, prepare a single set of appendices following the labeling and structure described above (III.A.3.c) for the AFE file. In this case, include the 4 most recent AFE Statements written by the department head, plus any rebuttals, in Appendix C. SAI written by the teaching materials committee. In instances where the instructions above focus on a 12-month period, expand this to the full period of the Post-Tenure Review, but no further.

c The committee shall present its written evaluation to the department head. The department head shall provide a copy of this evaluation to the faculty member and shall meet with the faculty member to discuss the review. The department head shall add his or her own review, and any written response from the faculty member, and forwards this material to the Dean.

d See the Faculty Handbook (Section 4.08) for further details concerning procedures, outcomes, appeals, and due process.

Sections I, II and III approved by:

[Signature]

Department Head

[Signature]

Dean

8/27/08

Date

9/9/08

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

IV The criteria for meeting expectations in Center for Entrepreneurship and Innovation.

C Annual Faculty Evaluation (4.05)

1 Teaching

   a The evaluation of teaching includes assessment of:
      1) content expertise
      2) instructional delivery skills
      3) instructional design skills
      4) course management skills
      5) evaluation of students
      6) faculty/student relationship
      7) facilitation of student learning

   b According to Western Carolina University policies, evaluation of teaching includes the assessment of the seven items listed above. While these elements can be difficult to measure directly, they are reflected in the statements below. In accordance with the WCU Faculty Handbook, “when evaluating an instructor’s teaching...all departments must include data from at least the following three sources: student assessment of teaching, instructor’s self-report and assessment, (and) colleagues’ review of teaching.”

   c Evaluation criteria
      1) Meets Expectations. The faculty member
         (i) Is regarded as an effective classroom teacher by students and colleagues
         (ii) Maintains acceptable teaching materials
         (iii) Meets posted office hours and appointments
         (iv) Sometimes takes advantage of faculty development opportunities
         (v) Provides basic academic advising
         (vi) Is adequate in the seven dimensions of teaching

      2) Exceeds Expectations. The faculty member
         (i) Is clearly regarded by students and colleagues as an excellent professor
         (ii) Keeps course materials current and relevant to ensure they are thorough, clear and useful to students
         (iii) Demonstrates some evidence of innovation in the classroom
         (iv) Is frequently available to students outside of class
(v) Regularly takes advantage of faculty development opportunities
(vi) Works with students beyond basic academic advising
(vii) Excels in the seven dimensions of teaching

3) Unsatisfactory. The faculty member
(i) Is regarded by students and colleagues as a poor teacher
(ii) Fails to update course syllabi
(iii) Maintains teaching materials of poor quality
(iv) Fails to honor office hours
(v) Is the subject of frequent student complaints
(vi) Does not take advantage of faculty development opportunities
(vii) Fails to provide basic and accurate advise

2 Scholarship

a Faculty members are expected to maintain their intellectual qualifications and current expertise as defined by the AACSB. This can be either academic or professional qualifications. The Center director will insure that at least fifty percent of the faculty members are academically qualified.

1) Meets expectations.

(i) The faculty member has produced over a rolling five-year period, three quality peer-reviewed artifacts representing any of the four forms of scholarship under the Boyer model. On an annual basis the tenured or tenure track faculty member must have demonstrated significant progress towards the completion of at least one artifact for peer review to “meet expectations. Acceptance of a quality artifact or publication of a peer reviewed artifact is evidence of exceeding expectations on an annual basis.

(ii) A first-year faculty member is, at a minimum, expected to have submitted for peer review at least one artifact. A second-year faculty member is expected to have received an acceptance of one peer-reviewed artifact, and made one additional submission of a quality artifact for peer review.

2) Exceeds expectations. Faculty members who exceed the standards for “meeting expectations” in terms of quality and/or quantity.

3) Unsatisfactory. A faculty member who fails to meet the Center expectations in the area of scholarship will be rated unsatisfactory.

3 Service

a Service activities must be discipline specific, provide recognition for WCU, and must be without personal monetary gain to the faculty member.

1) Meets expectations. The faculty member:
(i) Assumes a fair share of Center responsibilities
(ii) Completes work in a timely manner
(iii) Occasionally is involved in community engagement and/or consulting
(iv) Occasionally serves on university committees
(v) Meets Center, College, and University responsibilities
(vi) Meets posted office hours and appointments; provides basic academic advising

2) Exceeds expectations. The faculty member:

(i) Shows some level of participation at the College or University level, such as being a member of a major committee (could be an ad hoc committee), chair of a committee, or serve on several committees
(ii) Participates in ongoing involvement in community engagement such as Center, College, or University representative to a community organization
(iii) Assumes more than the “normal” Center-level duties such as fulfilling the responsibilities of a faculty member who is ill
(iv) Initiates and follows through with new Center initiatives
(v) Meets all Center, College, and University responsibilities
(vi) Is often available for student development outside class
(vii) Is often available for student development outside class

3) Unsatisfactory. A faculty member who fails to meet the Center expectations in the area of service will be rated unsatisfactory.

D Reappointment (4.06)

1 Teaching - In order to be recommended for Reappointment, a faculty member must “meet expectations” in this category for each year as defined above.

2 Scholarship – In order to be recommended for Reappointment, a faculty member must "meet expectations" in this category for each year as defined above.

3 Service - In order to be recommended for Reappointment, a faculty member must "meet expectations" in this category for each year as defined above.

C Tenure (4.07)

1 Teaching - In order to be recommended for Tenure, a faculty member must “meet expectations” in this category every year.

2 Scholarship - In order to be recommended for Tenure, a faculty member must "meet expectations" in this category every year and "exceed exceptions" in a majority of the 5 preceeding years.
3  Service – In order to be recommended for Tenure, a faculty member must "meet expectations" in this category every year and "exceed expectations" in a majority of the 5 preceding years.
II Promotion to Associate Professor (4.07)

In order to qualify for promotion to Associate Professor the candidate must achieve high levels of achievement in all three areas for the preceding five years.

A Teaching – In order to be recommended for Promotion to Associate Professor, a faculty member must "meet expectations" in this category every year and "exceed expectations" in a majority of the 5 preceeding years.

B Scholarship – In order to be recommended for Promotion to Associate Professor, a faculty member must "meet expectations" in this category in all years and "exceed expectations" in a majority of the 5 preceeding years.

C Service – In order to be recommended for Promotion to Associate Professor, a faculty member must "meet expectations" in this category in all years and "exceed expectations" in a majority of the 5 preceeding years.

III Promotion to Full Professor (4.07)

In order to qualify for promotion to Professor the candidate must achieve a superior level of performance in the preceding five year period.

A Teaching - In order to be recommended for Promotion to Full Professor, a faculty member must "meet expectations" in this category every year and "exceed expectations" in a majority of the 5 preceeding years as Associate Professor.

B Scholarship - In order to be recommended for Promotion to Full Professor, a faculty member must "meet expectations" in this category in all years and "exceed expectations" in the majority of years in rank as Associate Professor.

C Service – In order to be recommended for Promotion to Full Professor, a faculty member must "meet expectations" in this category in all years and "exceed expectations" in the majority of years in rank as Associate Professor.

IV Post-Tenure Review (4.08)

A Teaching - In order to be deemed satisfactory for Post Tenure Review, regardless of rank in the department, a faculty member must "meet expectations" in this category.

B Scholarship – In order to be deemed satisfactory for Post Tenure Review, regardless of rank, a faculty member must "meet expectations" in this category every year and "exceed expectations" in 2 of the 5 preceeding years.

C Service – In order to be deemed satisfactory for Post Tenure Review, regardless of rank, a faculty member must "meet expectations" in this category every year and "exceed expectations" in 2 of the 5 preceeding years.
Annual Faculty Evaluation
Center for Entrepreneurship and Innovation
2008-2009

The AFE is a summary assessment of the effectiveness of a faculty member for the year indicated. The process and instruments used to arrive at this evaluation include: (1) student evaluations, (2) faculty activity report, (3) discussions with the faculty member, (4) Center documents, including course syllabi, and (5) other available information that provides evidence of effectiveness. The instrument used to evaluate each faculty member in the Center for Entrepreneurship and Innovation, and the performance norms for each category of the rating scale, are listed below:

Teaching
(60 percent for tenured or tenure track and 80 percent for non-tenure track)

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Comments:

Research
(tenured faculty: 20 to 30 percent; tenure-track faculty: 30 percent; and non-tenure track: 0 – 20 percent)

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Comments:
Service
(tenured faculty: 10 to 20 percent; tenure-track faculty: 10 percent; and non-tenure track: 0 – 20 percent)

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Comments:

Overall Rating:

Director, Center for Entrepreneurship and Innovation

My signature below indicates that I have read the AFE summary statement. Rebuttals and/or comments are attached to the statement and should become a part of my permanent record.

________________________
Signature

________________________
Date

Approved by:

________________________
Louis E. Berk
Department Head

________________________
Date 8/27/08

________________________
Dean

________________________
Date 9/9/08

________________________
Provost

________________________
Date 9/19/08