

DEPARTMENT OF ELEMENTARY & MIDDLE GRADES EDUCATION

DEPARTMENTAL TENURE, PROMOTION, AND REAPPOINTMENT CRITERIA AND ANNUAL  
FACULTY EVALUATION GUIDELINES AND PROCEDURES

*Year(s) Effective: 2007-2008*

July 1-June 30

SECTION I: Appointment, Reappointment, Promotion and Tenure and Annual Faculty Evaluation

A. Introduction

The criteria, guidelines and procedures contained herein are supplementary to 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.

B. Criteria for Appointment, Reappointment, Promotion and Tenure

These criteria are in conformity with, and supplementary to, the criteria established by the College of Education and Allied Professions.

1. Earned Academic Degrees

The departmental requirements are the same as those stated in the Faculty Handbook

2. Professional Preparation and Experience

a. Years of College Level Teaching Experience

(1) For appointment/reappointment, or promotion in rank

The minimal departmental 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 indicated in the Faculty Handbook (4.02.01 Section III). Faculty members must hold professional rank in order to be considered for permanent tenure. Probationary faculty must be considered in the year preceding the end of the maximum probationary period. Faculty member have the option of requesting consideration earlier, but the College of Education and Allied Professions normally expects that the following minimum periods of service will have been completed at the time such an option is exercised:

Professor one year

Associate Professor two years

Assistant Professor three years

3. Quality and Effectiveness of teaching: The AFE review committee will evaluate the quality and effectiveness of teaching based on criteria and rating on the 2007-08 AFE worksheet. (Attached)

4. Evidence of Service: The AFE review committee will evaluate the service based on criteria and rating on the 2007-08 AFE worksheet. (Attached)

5. Evidence of Scholarly & Creative Activity: The AFE review committee will evaluate the scholarly and creative activity based on criteria and rating on the 2007-08 AFE worksheet. (Attached)

Annual Faculty Evaluation Review Process:

1. At the beginning of the academic year an AFE/TPR committee will be comprised of the Department head *and three faculty members elected by the department with a representative from each of the program areas: Elementary and Middle Grades Education.* The department head will serve as chair of the committee. The 2007-2008 AFE worksheet will be used for the evaluation of each faculty member.
2. *By September 1, 2007, each faculty member will submit a Faculty Growth Plan to the Department head that states goals for the year in the categories of teaching, service, and scholarship.*
3. *When it is time for TRP review and AFE review, faculty members will submit materials specified in the "Elementary and Middle Grades Education AFE/TPR Checklist." (appendix A)*

**The 2007-2008 AFE worksheet**

- The numbers in parenthesis are the numbers coinciding with the Annual Faculty Activities Report (Delaware Study) document. Each faculty member must submit a copy with the AFE document.

**TEACHING**

Area and Evidence Needed	Rating	Comments
<p>Courses taught each semester</p> <p>Documentation of 7 teaching criteria</p> <ul style="list-style-type: none"> <li>• Content expertise</li> <li>*documented professional development</li> <li>• Instructional Delivery Skills</li> <li>• Instructional design skills</li> <li>* Faculty Activity Report(#14)</li> <li>• Course management skills</li> <li>• Evaluation of students</li> <li>• Faculty/student relationships</li> <li>• Facilitation of student learning</li> </ul> <p><b>A reflective analysis of efforts to improve teaching</b></p> <p>Peer Observations (2-non-tenured)</p> <p>Peer reviews of teaching materials with feedback (2 non-tenured)</p> <p>Number of interns supervised (#21)</p> <p><b>Student Evaluations of teaching</b></p> <p><b>Student projects thesis</b> Chairing (#17) Non-chairing (#18)</p> <p><b>Advising</b> Number of undergraduate advisees (#24) Number of graduate advisees (#25)</p> <p><b>Student Evaluations of Advising</b> EDEL 312, EDMG 410 and ELMG 415 (or other internship semester course) students will evaluate advising using the instrument for evaluation <b>approved by the department.</b> Student feedback will be collated and provided to faculty advisor. First year advisors will receive the feedback but will not be evaluated formally on this.</p>	<p style="text-align: center;"><u>          </u> <b>Exceeds Expectations:</b> Meets expectations as well as provides evidence of superior performance.</p> <p style="text-align: center;"><u>          </u> <b>Meets Expectations:</b> Demonstrates commitment to and proficiency in teaching as evidenced by such things as peer observations, positive student evaluations, and other forms of documentation. <b>Documents continuing efforts to improve teaching.</b></p> <p style="text-align: center;"><u>          </u> <b>Needs Improvement</b></p>	

**SERVICE**

Area and Evidence Needed	Rating	Comments
<p><b>Professional Organizations</b>  <b>Positions, leadership roles in professional organizations (#16)</b>  <b>Service to Profession (#27)</b></p> <ul style="list-style-type: none"> <li>• Local</li> <li>• State</li> <li>• Regional</li> <li>• National</li> <li>• International</li> <li>• Consistent work in public school or agency over the year</li> </ul> <p><b>Outreach Activities (#28)</b>  <b>Service to the Institution (#29)</b></p> <ul style="list-style-type: none"> <li>• Departmental Committees</li> <li>• College Committees</li> <li>• University Committees</li> </ul> <p><b>Departmental Service</b>  <b>Other</b></p>	<p align="center"><b>Exceeds expectations</b>  <b>(9 or more activities in 3 or more categories)</b></p> <ul style="list-style-type: none"> <li>• committees at each level</li> <li>• leadership position in professional organizations</li> <li>• work at various levels (local, state, regional, national, international)</li> <li>• consistent work in school or public agency over year</li> <li>• outreach activities</li> <li>• other service activities to the university</li> <li>• other</li> </ul> <p align="center"><b>Meets expectations (8 activities in at least 3 categories including <i>consistent and professional</i> service to the department)</b></p> <p align="center"><b>Needs improvement</b></p>	

## SCHOLARLY AND CREATIVE ACTIVITIES

Area and Evidence Needed	Rating	Comments
<p><b>Publications</b></p> <ul style="list-style-type: none"> <li>• Refereed journal articles, book chapters, and /or creative works published (# 1)</li> <li>• Non-refereed journal articles, book chapters and/or creative works published (#2)</li> <li>• Single –author or joint-author books or monographs you have had published by an academic or commercial press (#3)</li> </ul> <p><b>Editorial Work</b></p> <ul style="list-style-type: none"> <li>• Books, collections, and/or monographs edited (#4)</li> <li>• Books, journal articles, and/or manuscripts reviewed (#5)</li> <li>• Juried shows, commissioned performances, creative readings, or competitive exhibitions (#6)</li> <li>• editorial positions held (#7)</li> </ul> <p><b>Grant Work</b></p> <ul style="list-style-type: none"> <li>• External grant, contract, and/or scholarly fellowship proposals approved by institution on your behalf (# 8)</li> <li>• External grants, contracts, and/or scholarly fellowships which have been formally awarded to the institution on my behalf (#9)</li> <li>• \$ amounts _____ (#10)</li> <li>• Internal grants awarded (#11), \$ amounts _____ (#12)</li> <li>• Provisional or issued patents registered in your name (#13)</li> </ul> <p><b>Professional Presentations</b></p> <ul style="list-style-type: none"> <li>• Formal presentations made at professional meetings(#15) referring organization Local (don't include in count) State Regional National International</li> </ul> <p><b>Collaborative research</b></p> <ul style="list-style-type: none"> <li>• w/ undergraduates (#19)</li> <li>• w/graduates (#20)</li> </ul> <p><b>Collaborative journal articles or book chapters w/students (#22 –#of students)</b></p> <p><b>Collaborative paper presentations w/students (#23-how many students)</b></p> <p><b>Creative Works</b></p> <ul style="list-style-type: none"> <li>• copyrighted computer creative works related to your field of expertise (software development, web-based modules, etc.) #26</li> </ul>	<p>_____ <b>Exceeds Expectations</b> Any activity beyond “meets expectations”</p> <p>_____ <b>Meets Expectations</b> A tenure track faculty member must have one <i>major work in one of the categories of scholarship from Ernest Boyer’s model (appendix B)</i> or be a principle investigator for an external grant awarding \$15,000 or more. All other faculty members may meet expectations by completing two activities in one or more <i>areas of evidence.</i></p> <p>_____ <b>Needs Improvement</b></p> <p><b>*Note</b> The above ratings are for AFE each year. <i>For tenure, the faculty member must have a consistent record over time that includes at least 4 major works.</i></p>	

Section II: Evaluation of Fixed-Term and Part-Time Faculty

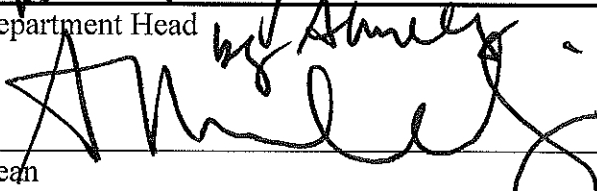
The Department of Elementary and Middle Grades Education demonstrates a commitment to excellence in teaching as a top priority. Tenured faculty members are reviewed as described in the departmental AFE/TPR document and the Post-Tenure Review process. Tenure-track faculty members are reviewed annually as described in the departmental AFE/TPR document, which includes a peer observation component. This policy is developed to cover all other teaching faculty, including part-time instructors, lecturers, fixed-term faculty, internship supervisors, and phased retirees.

1. The course syllabus will be provided to the Department Head and the appropriate faculty mentor for each course taught.
2. Student ratings will be obtained for each course taught, using the standard departmental procedures.
  - a. Near the end of the term, students will be asked to complete the department's objective rating form and an open-ended narrative form.
  - b. The instructor should not be present as students complete these forms, and they should be returned directly to the departmental secretary or the person assigned at the distance site. This person will be the Academic Advisor or Site Coordinator.
3. Once each academic year a peer observation of teaching will be conducted. The faculty member may either videotape a class or have direct observers present.
  - a. On campus, the observers should include the Department Head if possible, or a designee otherwise, and one other tenured or tenure-track faculty member of the Department of Elementary and Middle Grades Education.
  - b. At distant sites, the Department Head, or tenured faculty member will conduct observations, if possible. A designee, who may be the Academic Advisor or Site Coordinator at the distant site, may also observe. The observer(s) will complete the department's Peer Observation of Teaching form.
  - c. All forms will be sent to the Department Head. Copies of self and peer observation forms, and summaries of student ratings, will be placed in the faculty member's file, and copies will be provided to the faculty member for their own records.
4. The faculty member will meet (electronically or in person) with the Department Head annually to receive feedback on results of the evaluation of teaching effectiveness.
5. Internship supervisors will be assessed by interns at their final seminar. Peer assessment will be done by examination of written feedback to students. The seminar instructor and the director of field experience will consult with the department head to assure quality intern supervision.

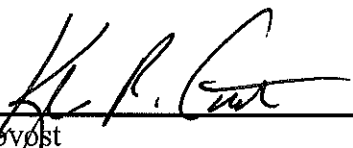
Approved:

  
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Department Head

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Appendix A

Elementary and Middle Grades Education AFE/TPR Checklist  
Evidence to be placed in Candidates' AFE/TPR Files  
Guideline for Department Heads/Faculty

***\*ITEMS IN BOLD ITALICS ARE FROM THE COLLEGE-WIDE CHECKLIST***

TEACHING

- \_\_\_ *Syllabi and sample course materials (including online course materials)*
  - \_\_\_ *Evidence of appropriate levels of challenge and rigor in courses*
  - \_\_\_ *Other course materials (for example, innovative assignments, student work samples)*
- \_\_\_ *Introduction to and summary chart of student evaluations* from at least two courses (with all comments included as submitted or typed as verbatim, signed and dated by a staff member)
- \_\_\_ Two peer observations (for untenured faculty) – at least one by a tenured faculty member
- \_\_\_ *Clear documentation of Coulter Faculty Center activities and/or other professional development activities (that relate to the criteria for TPR)*

SERVICE

- \_\_\_ *List of committees served on with very brief description of degree of involvement/workload*
- \_\_\_ *Clear documentation of professional development activities* related to service

SCHOLARSHIP

- \_\_\_ *Brief statement (no more than a page) about 2-3 year agenda for scholarship*
- \_\_\_ *Representative scholarly products (including publications – but not all of them) organized by WCU Handbook categories (based on Boyer – Appendix A)*
- \_\_\_ *Drafts of articles/research in progress*
- \_\_\_ *Clear documentation of professional development activities* related to scholarship

DOCUMENTATION REQUIRED BY CATEGORY

**Scholarship of Discovery and Integration**

- \_\_\_ Drafts of articles/research in progress
- \_\_\_ Copies of manuscripts
- \_\_\_ Letters acknowledging receipt or approval of manuscripts
- \_\_\_ Other

**Scholarship of Engagement (Application)**

- \_\_\_ Portfolio documenting activities and impact
- \_\_\_ Letters of evaluation from lead administrator and other key stakeholders of the agency or school

\_\_\_ Two peer evaluations from experts in the field that assess the extent to which the portfolio documents expertise in the field

\_\_\_ Other

### **Scholarship of Teaching and Learning**

\_\_\_ Portfolio documenting activities and impact on student learning

\_\_\_ Two peer evaluations from experts in the field that assess the extent to which the portfolio documents expertise in the field

\_\_\_ Other

## Appendix B

### WCU FACULTY HANDBOOK GUIDELINES

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 activity in one or more types of scholarship outlined below. The relative emphasis on each type of scholarship will be determined in the context of departmental, college/school, and university mission and needs. Expectations of scholarly activity should be consistent with peer institutions. Departments will provide guidelines for scholarship in their AFE/TPR documents. The four types of scholarship from Ernest Boyer's model include:

**Scholarship of Discovery.** Scholarship of this type includes research and creative activities such as publishing journal articles, authoring/editing books, presenting at conferences, reporting on new research, new artistic products, musical works, performances, and/or literary works.

**Scholarship of Integration.** Scholarship of this type involves synthesis of information across disciplines; across topics within a discipline; or across time such as textbooks, reviews of theories, empirical research, methodologies and/or book reviews.

**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, there must be an application of disciplinary expertise with results that can be shared and/or evaluated by peers such as technical reports, policy statements, guidebooks, economic impact statements, and/or pamphlets.

**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.

Departments should recognize and evaluate a wide variety of scholarly activities consistent with the department's and the university's mission. Scholarly activities should not be rigidly categorized. Many activities and products can be classified as more than one type of scholarship.