School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism
Collegial Review Document
Effective Fall Semester, 2019

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

I Overview - The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism. The document is guided at the highest level by The Code of the UNC System and by the Faculty Handbook of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the College. While this document is intended to be comprehensive and precise with regard to School-level criteria and procedures, the faculty member should have familiarity with The Code and with the WCU Faculty Handbook (Section 4.0). Further, in preparing a dossier for one of the review processes described here, the faculty member should also have available the appropriate Guidelines for the Preparation of the Dossier.

A Faculty members in the School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism will be evaluated on teaching, scholarly activity, and service. Teaching is most important and will be given primary consideration.

B Beyond the traditional domains of teaching, scholarship, and service, overarching behavioral expectations include professionalism, ethicality, and collegiality. Collegiality is not a distinct category to be assessed independently, but it is an integral part of our work with students, staff, colleagues, administrators, and external constituents. Collegiality should be viewed as a professional, not personal, criterion relating to performance. That is, collegiality refers to behavior, not personality, and does not imply congeniality or conformity of opinion. Collegiality entails shared responsibility and effective cooperation to achieve common goals. Collegiality also involves appreciation of and respect for differences in expertise, ideas, and background. Non-collegial behavior interferes with the ability of colleagues to achieve the mission and goals of the School, College, or University. Exhibitions of non-collegial behaviors not only impede the work of the University but also threaten the freedom of expression of others, an essential feature of the university environment. Persistent or severe non-collegial behavior may be grounds for negative decisions regarding reappointment, tenure, promotion or post-tenure review.

C Academic Qualifications for School 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.

D Appointment, Reappointment, or Promotion in Rank Requirements

1 For appointment/reappointment, or promotion in rank, the minimal School 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.

E 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 School Director, in the case of teaching faculty, or by the Dean, in the case of the School Director.

II. Domains of Knowledge

A. Teaching (Faculty Handbook Section 4. 04 & 4.05)

1. 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 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.

2. Professional Administration of the Class - 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, and making effective use of time allocated for the course. 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.

3. 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 the 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.

1. Methods of evaluation and sources of evidence:
   1. Self-evaluation of teaching, addressing the 3 dimensions of effective teaching (4.05A), including some narrative on pedagogical content knowledge.
   2. Peer review of teaching materials (4.05B2b) - In all evaluation processes reviewers should be presented with a representative set of teaching materials such as syllabi, tests and examinations, assignments and projects, and/or class activities. At least two members of the School faculty must review teaching materials, exclusive of the School Director. The two reviewers will be selected by the School Director, after
consultation with the School faculty, from the School faculty academically or professionally qualified for the class(es) under review.

3. Direct observation of instruction using the School protocol (4.3.1.1)

4. Student assessment of instruction, using a form of the university-wide SAI instrument—required of all sections of all courses taught by untenured and tenured 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.

2. Faculty members are expected to have some level of interaction with industry and professional organizations to stay current on topics relevant to their practice or area of expertise.

C. Scholarship and Creative Works (4.05C)

1. WCU recognizes as legitimate forms of scholarly activity the 4 types described by Boyer. Specific School perspectives on these categories, relative valuations of various forms of scholarly activity, and School-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 external peer review

   1. 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.

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

   3. To count within the category, the activity must lead to an artifact, performance, or other observable result that would reasonably be regarded by peers within the faculty member's discipline as a quality expression of one of Boyer's forms of scholarship:

       i) 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, scholarly websites that have a wide audience for dissemination, 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, the work must flow directly out of professional activity and there must be an application of the faculty member’s expertise and produce an observable result that can be shared with and evaluated by peers. 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 recognized entity outside the School 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, pamphlets and/or other work products that demonstrate the application flows directly out of the faculty member's expertise. As an exception to the above, since certain types of engagements and the artifacts arising therefrom are subject to confidentiality restrictions, the School Director and the Faculty member will agree upon an appropriate form of external evaluation that preserves the relationship with the sponsoring entity/agency and provides adequate assurance of the contribution of the work.

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 and has external peer review. 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 Types of service/engagement:

a) Institutional service
1) The faculty member is expected to contribute to the University mission by such activities as service to the university, college, school 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 School, College and University mission statements.

4) Pursuit of common goals.

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

2 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 School Director in the context of School and University mission and needs.

c Evidence of service will be sufficient to allow for a reasonable evaluation by the TPR Committee and the School 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) Procedures and preparation of documentation

a) All full-time faculty members must document in the Faculty Activity Database:
   - Teaching: A self-evaluation addressing the three teaching dimensions of teaching (as outlined in Section II.A.1. above)

b) Scholarship and Creative Activity
   1) A listing of all scholarship artifacts produced during the evaluation period
   2) 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.

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 School TPR Advisory Committee shall be chaired by the School Director (non-voting) and shall be composed of up to six tenured faculty members elected annually by the School's full-time faculty. In the event that there are six or fewer tenured faculty, the committee shall be composed of the School Director and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the School Director. In the event that there are fewer than three tenured faculty, the Dean, in consultation with the School, selects tenured faculty from similar Schools 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 School 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 School post tenure review committee shall comprise all tenured members of the School, excluding the School Director and any members scheduled for Post-Tenure Review. In the event that there are fewer than three tenured faculty members in the School, the Dean, in consultation with the School selects tenured faculty from similar Schools 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 follow the guidelines outlined in the Faculty Handbook section 4.08.

1) Include your current curriculum vitae.

2) 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.

3) Include the four (4) most recent annual faculty evaluation (AFE) summary statements from the School Director plus any rebuttals.

c The committee shall present its written evaluation to the School Director. The School Director shall provide a copy of this evaluation to the faculty member and shall meet with the faculty member to discuss the review. The School Director shall add his or her 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.
Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

IV The criteria for meeting expectations in the School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism.

A Annual Faculty Evaluation (4.05)

1 Teaching

a The evaluation of teaching includes assessment of:

b pedagogical content, knowledge, professional administration of the class, and student response to instruction According to Western Carolina University policies, evaluation of teaching includes the assessment of the three 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 Schools 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 three dimensions of teaching

2) Exceeds Expectations. The faculty member

   (i) Is 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) Takes advantage of faculty development opportunities
   (vi) Works with students beyond basic academic advising
   (vii) Excels in the three 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 advice

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/practitioner qualifications. The School Director will make best efforts to ensure 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. The publication of an artifact in a leading journal will be given twice the weight of other publications to recognize the quality and complexity of the research. A leading journal is one that is recognized by peers within the discipline that publishes research considered of the highest quality.

(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 School's expectations in the area of scholarship will be rated unsatisfactory.

3 Service

1) Meets expectations. The faculty member:

(i) Assumes a fair share of School 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 School, 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 serving on several committees

(ii) Participates in ongoing involvement in community engagement such as School, College, or University representative to a community organization, national or discipline specific organizations, and journal or conference boards.

(iii) Assumes more than the "normal" School-level duties such as fulfilling the responsibilities of a faculty member who is ill

(iv) Initiates and follows through with new School initiatives

(v) Regularly meets School, College, and University responsibilities

(vi) Is often available for student development outside class

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

B Reappointment (4.06)

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

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

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

C Tenure (4.07)

1 Teaching - In order to be recommended for Tenure, a faculty member must "exceed expectations" in this category in 2 of the 5 preceding years.

2 Scholarship - In order to be recommended for Tenure, a faculty member must "exceed expectations" in this category in 2 of the 5 preceding years.

3 Service - In order to be recommended for Tenure, a faculty member must "exceed expectations" in this category in 2 of the 5 preceding years.

D. 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.

1 Teaching - In order to be recommended for Promotion to Associate Professor, a faculty member must "exceed expectations" in this category in 2 of the 5 preceding years.

2 Scholarship - In order to be recommended for Promotion to Associate Professor, a faculty member must "exceed expectations" in this category in 2 of the 5 preceding years.

3 Service - In order to be recommended for Promotion to Associate Professor, a faculty member must "exceed expectations" in this category in 2 of the 5 preceding years.

V Promotion to Full Professor (4.07)

In order to qualify for promotion to Professor the candidate must achieve a superior level of performance in all areas in the preceding five year period.
I Teaching - In order to be recommended for Promotion to Full Professor, a faculty member must at least "meet expectations" in this category in each of the 5 preceding years as Associate Professor and must "exceed expectations" in a majority of the 5 preceding years as Associate Professor.

2 Scholarship - In order to be recommended for Promotion to Full Professor, a faculty member must at least "meet expectations" in this category in each of the 5 preceding years as Associate Professor and must "exceed expectations" in a majority of the 5 preceding years as Associate Professor.

3 Service - In order to be recommended for Promotion to Full Professor, a faculty member must at least "meet expectations" in this category in each of the 5 preceding years as Associate Professor and must "exceed expectations" in a majority of the 5 preceding years as Associate Professor.

IV. Post-Tenure Review (4.08)

1 Teaching - In order to be recommended for Post Tenure Review, regardless of rank, a faculty member must "meet expectations" in the preceding five years.

2 Scholarship - In order to be deemed satisfactory for Post Tenure Review, regardless of rank, a faculty member over a five year rolling period must "meet expectations" in this category.

3 Service - In order to be deemed satisfactory for Post Tenure Review, regardless of rank, a faculty member must "meet expectations" in this category in the proceeding five years.

Approved by:

[Signature]
School Director

[Signature]  4/2/19
Date

[Signature]  4/18/19
Date

[Signature]  5/20/19
Date

Dean

Provost