I. Overview

The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation in the Department of Chemistry & Physics. The document is guided at the highest level by The Code of the UNC system and by the Faculty Handbook of Western Carolina University. We recognize that faculty vary in their teaching, scholarly, and service activities, and that there is not a single model that defines success. We feel it is important to provide faculty with guidelines to help them and the University assess their productivity; however determination of whether faculty are meeting expectations in our department is not solely gauged by the sum of selected accomplishments. Instead, faculty evaluation at all levels is best assessed through consideration of the cumulative past record, and evidence for continued growth.

The central mission of the Chemistry & Physics faculty is to provide high quality education to students. We seek to actively engage students in learning using the teacher-scholar model that develops critical thinking, effective communication, and disciplinary-specific knowledge. Fundamental to student engagement are research and enrichment experiences outside of the classroom involving hands-on learning, scholarship, or service. We recognize that scholarship, teaching, and service are often intertwined, and that all are important in preparing students to excel in their chosen careers and to contribute to societal issues.

II. Domains of Evaluation

A. Teaching (Faculty Handbook 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 students bring to their courses. An instructor’s knowledge is reflected in teaching that represents the discipline’s central concepts, skills, and recent advances through a variety of means, including classroom discussions, assignments, and other course requirements. Effective teachers modify their instruction as needed to help students learn.
   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, teaching is also a profession that requires 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.

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 also 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.

*Pedagogical content knowledge and professional aspects of teaching are highly valued. While students' responses to instruction are valued, they shall be judged in the context of disciplinary specific norms.*

2. **Methods of evaluation**
   a) **Self-evaluation.** Narrative statement addressing pedagogical content knowledge, particularly with regard to currency. What are you doing to help students understand the most important material in your field? How have you changed your teaching practices to help students understand the central concepts, skills, and advancements for the courses you teach? Faculty members are not expected to incorporate major changes every year, but maintaining currency should be evident over time. *(4.05B2C)*

   b) **Peer review of teaching materials.** The Associate Department Head will appoint subcommittees within the department for peer review of teaching materials. The subcommittees will evaluate, for all instructional faculty, teaching materials, including syllabi and all examinations. Faculty may choose to submit optional materials, such as other assignments, study guides, handouts, or other exemplary materials that would assist in the evaluation of teaching materials. The subcommittees will provide their written evaluations of teaching materials to the AFE committee by February 2. *(4.05B2B)*

   c) **Direct observation of instruction.** All faculty will be evaluated by direct observation of teaching annually by a tenured faculty member. The Associate Department Head will develop the schedule for departmental teaching evaluations. The goal is to have each faculty member evaluated by all tenured faculty members over a period of years. *(4.05.B2B)*

   d) **Student assessment of instruction (SAI).** All sections of all courses taught by all faculty will include SAIs using a form of the Senate-approved 20-item university-wide SAI instrument. *(4.05B2A)*

   Evaluating committees within the department shall provide a guiding statement as to the weight given to SAIs that reflects the knowledge, experience, and priorities of the department.

3. **General comments** – Professional development activities in the area of teaching are valued and should be described and documented as appropriate for the specific
review event. The Chemistry & Physics department recognizes that knowledge of
the natural and technological worlds is changing and expanding rapidly. As a
result, the way our students learn will change and evolve. The Chemistry & Physics
department expects that faculty must prepare students to contribute to society, to be
able to understand science, and to be able to communicate in this changing world.
We expect the cumulative record of individuals will reflect these goals. In order to
"meet expectations" in the area of teaching, the faculty member must:

a) promote critical thinking by their students in addition to content knowledge
b) provide learning experiences for our students that include opportunities outside
of the classroom, such as fieldwork, research, applied training, and service
c) teach a variety of courses, as needed by the program, that may include lower
and upper level majors courses, liberal studies courses, and graduate level
courses
d) engage in activities to promote ongoing innovation and improvement in their
ability to meet the above goals.

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 valuation
of various forms of scholarly activity, and department-specific examples are
described in this section. The Department of Chemistry & Physics recognizes that
different faculty members might emphasize one of these forms of scholarship more
than another, and all Boyer categories are valued equally.

1) Scholarship of discovery – Original research that advances knowledge.
2) Scholarship of integration – Synthesis of information across disciplines,
across topics, or across time.
3) Scholarship of application – Application of disciplinary expertise with
results that can be shared with and/or evaluated by peers. The external peer
review must not be managed by the faculty member; the departmental TPR
committee will determine the appropriate method of peer evaluation for the
scholarship of application.
4) Scholarship of teaching and learning – Systematic study of teaching and
learning processes.

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 activity results in
substantive outcomes or implications beyond the scope of the activity itself; and
(4) the outcomes are disseminated to a professional audience or scholarly
community. These four criteria help to differentiate the scholarship of teaching
and learning from teaching, and the scholarship of application from
service/engagement. Peer review can include traditional forms (e.g., journal
reviewers, editors, committees awarding grants), but it can also include a broader
community of scholars.

2. Methods of evaluation – Scholarship in the Department of Chemistry & Physics,
regardless of the Boyer category involved, will be evaluated based on the quality and
quantity of the work. The department’s TPR Advisory Committee will judge the merit of scholarship on a case-by-case basis following these general guidelines:

a) Research published in refereed journals is very highly valued. As the number of publications alone is not an accurate representation of scholarly productivity, the value of a particular contribution as well as a candidate’s overall publication record will be evaluated based on several factors. The scientific merit of the research as well as the level of student engagement is of particular importance. Likewise, the importance of the journal in the candidate’s field of study will also be evaluated.

1. In the sciences, multiple author publications are the rule rather than the exception and it is expected that publications will have a number of student coauthors. Unless noted otherwise by the candidate, the TPR committee will assume that the lead author is the person most responsible for performing the experimental methods described in the article while the investigator designated as the corresponding author is most responsible for the intellectual content of the article. Publication as the corresponding author is highly valued. The candidate will be responsible for including information regarding the corresponding author of manuscripts when appropriate.

2. Faculty members may also publish work done in collaboration with scientists from other universities, government agencies, or industry, as is commonplace in the sciences. This collaboration may provide complimentary instrumentation, expertise, and skills to an investigation in addition to that available at WCU. In such cases, the candidate should note the role of each investigator in the completion of the research presented.

b) The department highly values collaboration among researchers at WCU. Particular merit is given to collaborative research with students. For departmental disciplines with undergraduate and graduate degree programs, a faculty member is expected to actively engage students in their research program. Disciplines without degree programs are encouraged to work with student researchers.

c) Presentations at national or international conferences are valued more highly than presentations at regional or local conferences. Presentations in the discipline are more highly valued than presentations at more general meetings. Likewise, invited presentations at a conference are more highly valued than contributed presentations.

d) Patents that have been granted, which are externally peer-reviewed, are highly valued. Patents with provisional status, i.e. under USPTO protection, are by their nature, not peer-reviewed but still valued.

e) Publishing a book or book chapter in the area of the candidate’s expertise with a recognized publishing outlet is highly valued.

f) All faculty are expected to submit competitive proposals for available internal funding. For faculty members that require significant funding to support their research programs, external grant funding is expected. For faculty members with research programs that may be conducted with minimal funding, writing proposals for external grants is nevertheless strongly encouraged and highly
valued. The department highly values the receipt of grants that do not contain indirect costs as these monies can often be used to obtain the preliminary data needed to secure grants that do include indirect costs. The department considers receiving research grants that include indirect costs to the university to be exemplary. The department also values, albeit to a lesser extent:

a. The receipt of grants for building departmental instrumentation infrastructure

b. The receipt of grants that are for pedagogical research or designed to allow for improvements to individual courses or overall curricula.

c. Continued improvement in the grant writing efforts of junior faculty as evidenced by increasingly positive reviews from unfunded grants; the department recognizes that there is value associated with writing grant proposals, even those that are not funded.

3. General comments – The department expects faculty members to engage students, especially undergraduate, in original research projects. This is considered to be a significant portion of each faculty member's scholarly activity. Although the engagement of undergraduates in research may reduce scholarly productivity in the forms of publications and grant proposals, these activities are part of our core mission and values, and all faculty members are expected to participate.

Summary of Activities that are highly valued in the Department

Discovery-based peer-reviewed publications
Funded external grant proposals
Approved patents and/or patent applications
Invited presentation at a conference
Contributed presentation at a national or international conference
Working with graduate and/or undergraduate students on research

Summary of Activities that are valued in the Department

Submitted external grant proposals
Unfunded external proposals with positive reviews
Funded internal proposals
Research presentations at regional conferences
Peer-reviewed publications other than discovery-based
Discovery-based non peer-reviewed publications

C. Service (4.94.C.3 and 4.05.D)
1. Types of service:
   a. Institutional service – committee service, recruiting, faculty
governance, search committees, and mentoring, at all levels, including
department, college/school, and university, and contributions to
accreditation documents, administrative duties such as department head,
a major role in faculty governance, etc.
   b. Community engagement – providing disciplinary expertise to civic,
economic, or educational entity at the local, regional, or national level.
   c. Special expertise, unusual time commitments, or exceptional
leadership - includes service in professional organizations
   d. Advising – (Applicable only to programs with majors) – includes being
informed about curriculum and related processes, availability to
advisees, assistance with academic and career planning (includes thesis
committee service as well as advising student professional
organizations). The quality of student advising will be evaluated in
conjunction with university policies and procedures.

2. Methods of evaluation – The faculty member’s listing of service/engagement:
activities will be examined and evaluated with regard to time and energy
requirements, level of expertise involved, available quantitative/qualitative
data (e.g., number of advisees, advisor evaluations by students, etc.), and other
indicators of quality of service, including documentation or artifacts included
in the appropriate dossier appendix.

3. General comments – Faculty members are expected to participate in
institutional service and, where appropriate, to be active and competent
advisors to students. In addition, the faculty member is expected to exhibit
significant contributions in at least one of the areas of service/engagement,
which may be institutional, community, or professional organizations.
Excellence in at least one area of service is preferable to minimal participation
in several areas of service.

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation

1. Overview – All instructional faculty (tenured, tenure-track, instructors and
lecturers) regardless of status or participation in other review processes, are
evaluated annually. Lecturers are evaluated only on teaching, unless they request
review of research and/or service. Instructors are evaluated only on teaching and
service unless they request review of research. This performance evaluation
serves as an active, ongoing monitoring of faculty effectiveness. Deadlines for
completion of the review process are determined by the Dean and Provost.

2. Composition of review committee – The departmental AFE committee (known
from here on simply as “the committee”) evaluates all tenured, tenure-track, and
full time faculty members. The committee reviews each AFE file in February and
then submits its evaluation to both the department head and the evaluated faculty member. Only the department head evaluates part-time faculty member. The committee will be formed using the following guidelines:

a. The committee is elected at the first department meeting of the academic year in August by all attending full time faculty members. The Department Head shall not be a member or an observer of this committee.

b. That committee will consist of three faculty members, two of whom are tenured and one who may be either tenured or tenure-track. The tenure-track faculty member must have been in the department at least two years.

c. The length of service for the two tenured faculty members is two years, with staggered appointments for the purpose of continuity. The length of service for untenured faculty is one year.

d. One tenured faculty member will be continuing service on the AFE committee from the prior year. This faculty member will chair the committee.

e. The second committee member, who is also tenured, will be elected by the faculty. Subsequent to that election, the third committee member will be elected for a one-year term.

f. An alternate faculty member, with prior committee experience, is elected to the committee in order to evaluate current AFE committee members. The alternate committee member must be tenured and have recently served on the committee.

g. The expectation is that all tenured and tenure-track faculty within the Department shall be willing to serve on this committee on a rotating basis.

h. The Department Head submits a separate AFE evaluation of every faculty member.

3. Procedures and preparation of documentation

a. All full-time faculty members must prepare an AFE document that includes the completion of the Chemistry & Physics Annual Report of Faculty Activities table (found at the end of this document) plus the following materials:

1) Teaching
   a) A self-evaluation addressing the three aspects of teaching, especially pedagogical content knowledge (as outlined in Section II.A.1. above), including a description of goals, methods, and strategies used; and selected teaching materials for courses taught during the period of review.
   
b) Direct observation of classroom teaching at least every semester during the first two years of appointment, and then at least once each year after the second year. These observations will be done by a tenured faculty member, preferably in the discipline. The Associate Department Head will develop the schedule for departmental teaching evaluations. The goal is to have each faculty member evaluated by all tenured faculty members over a period of years. (4.05.R2B)

   c) Student Assessment of Instruction every semester.
d) Copies of peer evaluations of teaching materials.

b. Scholarship and Creative Activity

These activities will be summarized in the Chemistry & Physics Annual Report of Faculty Activities. This summary is optional for fixed-term faculty. See pages 18-20.

c. Service

These will be summarized in the Chemistry & Physics Annual Report of Faculty Activities. This summary is optional for lecturers. See pages 16-18.

4. Specific guidelines for preparation of the AFE document

a) Faculty will submit their AFE documents to the AFE Peer Review Committee. The deadline for submission is February 2, or a date specified by the Department Head. The evaluation period will be the previous calendar year.

b) The materials to be submitted for this spring evaluation will include student evaluations from the previous calendar year (spring and fall semester courses).

c) In the area of scholarship, tenured and tenure-track faculty shall provide a five year record of cumulative scholarship, including new faculty who have worked elsewhere. Evaluation of the academic year under consideration will be done in the context of the five year record.

d) The Committee will review the AFE materials and make comments regarding teaching, scholarship, and service. A single written statement (report) will be prepared by the committee and forwarded to the Department Head. The letter will be signed by the Committee members.

e) The Department Head will evaluate the faculty member independently from AFE committee. Both the Department Head and the AFE committee’s evaluation will be provided to the Dean for review. Both of these evaluations will also be included in dossiers for tenure, promotion, reappointment, or post-tenure review.

f) After a faculty member has completed 3 years towards tenure, the Department Head’s statement will include a cumulative assessment of the faculty member’s progress toward tenure in each of the 3 areas of teaching, scholarship, and service. This will be continued in subsequent years until the faculty member has achieved tenure.

B. Evaluation of part-time/non-tenure-track instructors (4.05 F)

1) Procedures for Instructors and Lecturers.

See procedures above.

2) Procedures for part-time instructors.
a) Materials for review
   i. Submit copies of syllabi, final exams, and selected examples of materials that exemplify the course learning environment to the department’s administrative assistant each term for each different course taught. These are kept on file.

   ii. For the first four semesters of teaching, arrange to have a tenured member of the Department observe and write an evaluative report of at least one class per academic semester. When possible, this observation should be completed by a faculty member with the same disciplinary background as the course. The written report must be submitted to the Department Head.

   iii. Submit to the Department Head a brief (one page) teaching self-report to include a self-evaluation statement on teaching and an assessment of teaching effectiveness, especially pedagogical content knowledge.

   iv. Include summaries of the university student assessment of instruction (student evaluations of teaching) surveys for each course taught.

b) Process of Evaluation

   i. For individuals hired for one semester, the above materials must be submitted by the last day of classes for the teaching assignment. For those hired to teach both terms for the academic year, this AFE procedure must be completed by February 2. It is the instructor’s responsibility to be sure the steps outlined above are completed by the deadlines.

   ii. Each part time faculty member will receive a written AFE from the Department Head. The student evaluations, the teaching observation letter, and the Department Head’s evaluation will be presented to each Faculty member (in writing). If desired or necessary, the Department Head will meet with each Faculty member individually to review the documents, and both will sign to verify the meeting.

C. 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 tenured and tenure-track 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 department, in consultation with the dean, 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.

D. Post-Tenure Review (4.08)

1. Overview –
The Department of Chemistry & Physics will conduct a post-tenure review (PTR) on all tenured faculty members. Each faculty member shall be evaluated by the same criteria and by the same processes. The purpose of the evaluation “is to support continuing faculty development, to promote faculty vitality, and to encourage excellence among tenured faculty.” The review will be consistent with the Western Carolina University Post Tenure Review Policies and Procedures: these criteria, guidelines and procedures are supplementary to that document. The criteria by which a faculty member will be evaluated are outlined in section II of this document. These criteria include quality and effectiveness of teaching, research and scholarly activities, and service. Exemplary faculty performance, as determined by the department, involves sustained excellence in teaching, scholarly achievement, and service.

2. Composition of review committee –
   a. PTR reviews are done by a committee of three (3) tenured departmental colleagues. If three tenured colleagues are unavailable for the review, the matter will be sent to the Dean of the College of Arts and Sciences. The Dean, in consultation with the tenured faculty of the department, will select tenured faculty from similar departments to constitute a committee of three (3) tenured faculty for the department.

   b. The Department Head assigns tenured faculty to the PTR review teams, who then conduct the review and write the report.

3. Procedures and preparation of documentation-
a. Faculty members affected by this policy include all tenured faculty in the Department of Chemistry & Physics. Formal PTR reviews must occur no later than the fifth year following the awarding of tenure and/or promotion and a PTR review must occur at least once every five years.

b. Faculty on leave will not have that leave period count as part of the five years between review events; faculty temporarily assigned away from Cullowhee at the time a review is scheduled will be reviewed the next academic year they resume responsibilities in the area.

c. PTR reviews are based on the work completed since the previous review and include: (a) the four most recent AFE evaluations and supporting materials and (b) a current curriculum vita.

d. Peer reviewers will present a copy of their evaluation to the department head. Peer reviews are to be completed in accord with a calendar established by the provost office.

Responsibility of Each Tenured Faculty Member

a. Each tenured faculty member is responsible for maintaining documents that support their activities for the previous four years. The items to be included are those presented for the Annual Faculty Evaluation process.

b. Each tenured faculty member is responsible for including the previous four Annual Faculty Evaluation summary statements from the AFE committee and the department head. They must also include a self-statement of teaching and advising effectiveness.

Responsibility of the Department Head

a. The Department Head establishes and circulates the timetable for the PTR and defines when written reports are due. Faculty under consideration for PTR will be given a least one month to prepare their documents.

b. The Department Head meets with the faculty members undergoing PTR review to discuss the written report. This is done after submission of the written reports.

c. In the case of an unsatisfactory review, the department head will, in consultation with the faculty member, the PTR review committee, and the College Dean, develop a three (3) year plan for improvement. That plan will be done within one (1) month of the PTR review. That plan will include (a) specific areas of improvement; (b) resources available for that improvement; and (c) administrative support provided. The plan will also include consequences for failure to make adequate progress by the third year.
d. The Department Head will, in conjunction with the PTR review team, monitor the progress of that plan and provide oral and written assessments of that progress to the faculty member every six (6) months.

Responsibility of the Review Team

a. The Review Team will, in accord with the schedule established, review the materials provided by the PTR candidates.

b. The Review Team will, in accord with the schedule established, provide the Department Head with a written statement of the committee’s findings.

c. The Review Team will collaborate with the Department Head, in the event of an unsatisfactory review, on the development of an improvement plan and the semi-annual monitoring of that plan.

Due Process

a. Disciplinary actions for noncompliance with the improvement plan are limited to those established in Chapter VI of The Code.

b. Due process and right of appeal are specified in the “Tenure Policies and Regulations of Western Carolina University” in the Faculty Handbook and are guaranteed.

IV. The criteria for meeting expectations in the Department of Chemistry & Physics

A. Annual Faculty Evaluation (4.05)

1. Teaching
   During the Annual Faculty Evaluation process, individual faculty will be evaluated relative to criteria described in this document as they relate to the nature of the faculty member’s appointment and their rank.

2. Scholarship
   During the Annual Faculty Evaluation process, individual faculty members will be evaluated relative to criteria described in this document, as they relate to the nature of the faculty member’s appointment and their rank.

3. Service
   During the Annual Faculty Evaluation process, individual faculty will be evaluated relative to criteria described in this document as they relate to the nature of the faculty member’s appointment and their rank.

4. General comments

B. Reappointment (4.06)

1. Teaching -
Teaching: To achieve the teaching mission and aspirations of WCU, and the strategic goals of the Department of Chemistry & Physics, the Department of Chemistry & Physics faculty have expectations of how and what we teach. We expect that in addition to satisfactorily meeting University definitions of load and the three aspects of teaching (as outlined in Section II.A.a. above), faculty must prepare students to contribute to society, be able to understand science, and be able to communicate in this changing world. To achieve these goals, we expect the cumulative record of individuals will reflect that:

- Their courses promote critical thinking in addition to content knowledge.
- They provide learning experiences for our students that include opportunities outside of the classroom, such as research or other appropriate opportunities.
- They are expected to teach a variety of courses as needed by the program that may include lower and upper level major’s courses, liberal studies courses, and graduate level courses.

2. Scholarship
Scholarly Activity: All tenure-track faculty members must show evidence of the development of a sustainable research program with anticipated future progress. This evidence may include peer-reviewed publications, patents, oral and poster presentations, the submission of proposals and/or receipt of grants, current research, engagement of students in research, unpublished research and manuscripts, external seminars, and other indications of keeping current in the field. In assessing scholarly activity, the department places the highest value on peer-reviewed publications and patents. The overall quality of the work, as judged by the departmental collegial review committee, is the most important consideration in determining the value of the scholarly activity.

3. Service
Service/Engagement: faculty must show meaningful participation in program and departmental activities, especially where the faculty member can make substantive contributions (e.g. curriculum, advising). Faculty members are also expected to serve on some combination of college or university level committees, provide discipline-based service to the community/society (which may include work with public schools), or service to the profession. Junior faculty are discouraged from serving on college- or university-wide committees until after their second year of appointment.

4. General comments --
Determination of whether faculty members are meeting expectations for reappointment is not solely gauged by the sum of selected accomplishments. Instead, faculty evaluation is assessed through consideration of the cumulative past record, and evidence for continued growth.

B. Tenure (4.07)

1. Teaching
Teaching: In addition to the criteria described for reappointment, a faculty member must have demonstrated a consistent and high record of teaching over several years with evidence for future growth. The faculty member must have demonstrated proficiency in a range of teaching preparations, which might include teaching at different levels (from introductory and liberal studies courses to upper level courses in the major) and class types (traditional lecture courses, laboratory courses, and, where appropriate, research projects with students).

2. Scholarship
Scholarly Activity: In order to receive tenure, a faculty member must show evidence of the development of a sustainable research program with evidence for future growth. In addition to the criteria described for reappointment, a faculty member must have published in peer-reviewed journals and actively engaged students in research. For faculty members that require significant funding to support their research programs, external grant funding is expected. In general, a faculty member is expected to have multiple peer-reviewed publications (journal manuscripts, patents, book chapters, etc.) to obtain tenure, with at least one publication from research conducted while at WCU. However, there may occasionally be an exceptional case in which a faculty member would have one strong publication that would represent a significant amount of research, but this would not be the typical case. The number of publications alone, however, is not an accurate representation of scholarly productivity. The scientific merit of the research presented and level of student engagement evidenced in the candidate’s overall publication record must be evaluated. Likewise, the value of a particular contribution to the candidate’s field, as evidenced by the importance of the journal in which the manuscript is published is also of significance. In the tenure decision, both publication quantity and quality will be assessed by the departmental TPR committee.

To help guide the actions of college and university committees, the departmental TPR committee will provide a written evaluation of the strengths of the candidate’s scholarly activity. There must be evidence of a research plan that shows promise of continued productivity in the future. The scholarship of application and the scholarship of teaching and learning are valued, but must not represent the sole form of scholarship in the granting of tenure.

3. Service
Service/Engagement: In addition to the criteria described for reappointment, a faculty member must have engaged in service beyond the department prior to the granting of tenure. This type of service must include serving on college/university level committees, discipline-based service to the community/society, or service to the profession.

4. General comments —
Determination of whether faculty members are meeting expectations for tenure is not solely gauged by the sum of selected accomplishments. Instead, faculty evaluation is assessed through consideration of the cumulative past record, and evidence for continued growth.
C. Promotion to Associate Professor (4.07)

1. Teaching
Teaching: In addition to the criteria described for reappointment, a faculty member must have demonstrated a consistent record of teaching excellence over several years with evidence for future growth. The faculty member must have demonstrated proficiency in a range of teaching preparations, which includes teaching at different levels (from introductory and liberal studies courses to upper level and graduate level courses in the major) and class types (traditional lecture courses, independent research).

2. Scholarship
Scholarly Activity: In order to be promoted, a faculty member must show evidence of the development of a sustainable research program with evidence for future growth. In addition to the criteria described for reappointment, a faculty member must have published in peer-reviewed journals, actively engaged students in research, and submit research proposals for external funding when necessary to support their scholarly activity. In general, a faculty member is expected to have multiple peer-reviewed publications (journal manuscripts, patents, book chapters, etc.) to obtain tenure, with at least one publication from research conducted while at WCU. However, there may occasionally be an exceptional case in which a faculty member would have one strong publication that would represent a significant amount of research, but this would not be the typical case. The number of publications alone, however, is not an accurate representation of scholarly productivity. The scientific merit of the research presented and level of student engagement evidenced in the candidate’s overall publication record must be evaluated. Likewise, the value of a particular contribution to the candidate’s field, as evidenced by the importance of the journal in which the manuscript is published is also of significance. In the promotion decision, both publication quantity and quality will be assessed by the departmental TPR committee.

To help guide the actions of college and university committees, the departmental TPR committee will provide a written evaluation of the strengths of the candidate’s scholarly activity. There must be evidence of a research plan that shows promise of continued productivity in the future. The scholarship of application and the scholarship of teaching and learning are valued, but must not represent the sole form of scholarship in the granting of promotion.

3. Service
Service/Engagement: In addition to the criteria described for reappointment, a faculty member must have engaged in service beyond the department prior to promotion to Associate Professor. This type of service must include serving on college/university level committees, discipline-based service to the community/society, or service to the profession. The quality of the service, as judged by the departmental TPR committee, is the most important consideration in determining the value of the service.
4. General comments
Determination of whether faculty members are meeting expectations for promotion is not solely gauged by the sum of selected accomplishments. Instead, faculty evaluation is assessed through consideration of the cumulative past record, and evidence for continued growth.

D. Promotion to Full Professor (4.07)

1. Teaching
Teaching: Faculty should show continued progress on the trajectory established in earning tenure and promotion to Associate Professor, and should demonstrate superior teaching and leadership as a teacher. Evidence of this leadership could include publications related to pedagogy, the receipt of grants involving science education, the mentoring of junior faculty, or participation (as a leader) in teaching workshops or seminars.

2. Scholarship
Scholarly Activity: Faculty should show continued progress on the trajectory established in earning tenure or promotion to Associate Professor as evidenced by activities required for tenure, but also should show evidence of their scholarship having a broader and long-lasting impact on their discipline, education, and community.

In addition to the criteria described for tenure and promotion to Associate Professor, a faculty member is expected to have a distinguished record of publication in highly regarded peer-reviewed journals in their field, engage students in research, and receive external funding to support their scholarly activity. It is expected that the candidate will be the corresponding author in a significant number of publications. A patent may be a substitute for a publication, assuming the candidate provides sufficient evidence of the quality of the research.

To help guide the actions of college and university committees, the departmental TPR committee will provide a written evaluation of the strengths of the candidate's scholarly activity. There must be evidence of a research plan that shows promise of continued productivity in the future. The scholarship of application and the scholarship of teaching and learning are valued, but must not represent the sole form of scholarship for promotion to Full Professor.

3. Service
Service/Engagement: In order to be promoted to Full Professor, Faculty members are expected to demonstrate superior contributions to service. This type of service must include serving on college/university level committees, discipline-based service to the community/society, or service to the profession. This service should reflect clear evidence of a superior level of performance, which would include the evolution of the faculty member from a participant to a leader in service activities. The quality of the service, as judged by the departmental TPR
committee, is the most important consideration in determining the value of the service.

4. General comments
Determination of whether faculty members are meeting expectations for promotion is not solely gauged by the sum of selected accomplishments. Instead, faculty evaluation is assessed through consideration of the cumulative past record, and evidence for continued growth.

E. Post-Tenure Review (4.08)
Tenured faculty members who have been at WCU for lengthy careers have much to offer the department. These faculty members are our primary sources of institutional history and operations.

1. Teaching
Teaching: Faculty must satisfy the criteria for reappointment, and must be engaged in other activities that are consistent with his or her rank as described above.

2. Scholarship
Scholarly Activity: In addition to the criteria described for reappointment, a faculty member must demonstrate scholarship in any of the four areas of scholarship (along a trajectory since the last review) by involving students in research, demonstrating ability to receive grant proposals to obtain funding necessary to carry out research, and having a research plan that promises continued productivity in the future.

3. Service
Service/Engagement: In addition to the criteria described for reappointment, a faculty member must demonstrate service contributions above the program/department level. This type of service must include serving on college/university level committees, discipline-based service to the community/society, or service to the profession.

4. General comments
Determination of whether faculty members are meeting expectations for post-tenure review is not solely gauged by the sum of selected accomplishments. Instead, faculty evaluation is assessed through consideration of the cumulative past record, and evidence for continued growth.
Approved by:

Department Head

Dean

Provost
# Department of Chemistry & Physics

**Annual Report of Faculty Activities**

**NAME:**

## I. TEACHING (Calendar Year)

### A. Spring

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<tr>
<th>Course Name and Number</th>
<th>Credit Hours</th>
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<th>Number of Students</th>
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### D. Year Totals:

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A. List new courses taught.

B. Release time (if any: List by Semester and give reason (e.g. new faculty, developed new course, Program Director or Coordinator, etc)
II. PROFESSIONAL ACTIVITIES

A. Publications during the 12-month period (Show citation and co-authors.) (*Refereed Journals)

B. Other Research, Papers Read, Workshops conducted, Creative Activity:

1. Papers in Press:

2. Presentations:

3. Creative Activities:

4. On-going/unpublished:

5. Internal Proposals Submitted (Show list of co-authors in order submitted)

6. Internal Proposals Funded (Show list of co-authors in order submitted)

7. External Proposals Submitted. Indicate if it is a grant or contract request. (Show list of co-authors in order submitted)

8. External Proposals for Grants/Contracts Funded. Indicate if it is a grant or contract. (Show list of co-authors in order submitted)

C. List workshops, conferences attended related to instruction.

D. Professional Organization Memberships:

1. Offices Held

2. Professional Committees

E. Honors & Awards:

III. SERVICE ACTIVITIES

A. On-campus committees (list by name) *Committee Chair

1. University Offices and Committees:

2. College Committees:

3. Department Committees:
B. Advising

1. # Dept. Advisees: (undergraduate and graduate)

2. Recruitment: Activities:

3. Student Theses, Projects, Committees, etc:

4. Students directly supervised (do not list students registered under your name as instructor of record but actually supervised by someone else) (include course name and number, credit hours, number of students and a 1-2 line description of each project)

5. Assessment of advising (indicating advising of demonstrated quality). Include student assessment of instruction (evaluations) for CHEM 380, PHYS 380, CHEM 698, 699, & 799 as an indication of assessment of advising for research.

C. Local, Regional and National Service Activities