

School of Economics, Management, & Project Management
Collegial Review Document
Effective Fall Semester, 2021

**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 in which the faculty member is appointed. 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 regards 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 herein, the faculty member should also have available the appropriate Guidelines for the Preparation of the Dossier which is prepared and distributed by the Office of the Provost.
- A.** Faculty members in the College of Business will be evaluated on teaching, scholarly activity, and service. Collegiality is also explicitly considered as part of the faculty evaluation. The WCU Faculty Handbook states, “collegiality entails shared responsibility and effective cooperation to achieve common goals.” A good colleague has a “positive and productive association with colleagues.”
 - B.** Annual Faculty Evaluations are performed by the School Director. Formative feedback is given on effective teaching, quality and impact of scholarship, engaged service, and collegiality. Collegial Review Committees are advisory and make an independent evaluation and recommendation to the School Director.
 - C.** Documentation for evaluation primarily exists in digital repositories of faculty activity, including the Faculty Activity Database, Banner, and CoursEval. Faculty are expected to regularly update their data in Digital Measures. The evaluation report from Digital Measures will be extracted by the School Director on or about May 1st each year. Materials not submitted by this date will not be considered in the Annual Faculty Evaluation by the School Director.
 - D.** Faculty are expected to maintain AACSB Scholarly qualifications. Tenure-track and tenured faculty are expected to maintain Scholarly Academic qualifications. The College of Business’s Policy on Classification of Qualified Faculty includes definitions of minimum qualifications to maintain this status as well as quality and impact for scholarship.

- E. Directional goals for Post-Tenure Review - At the beginning of each post-tenure review cycle, the faculty member shall propose or revise a set of directional goals for their scholarship, teaching, and service that span five years which will be considered in the post-tenure review. These directional goals shall be approved by the school director. Directional goals can be modified annually by the faculty member, in consultation with the school director, as deemed appropriate by changes in institutional, school, or personal circumstance. Directional goals should include milestones that will be incorporated into annual performance evaluations. (*Faculty Handbook, 2015-2016, §4.08*)
1. Directional goals should not be a basis for evaluation of a candidate for post-tenure review, but should provide perspective and a framework for goals and accomplishments of faculty members during the post-tenure review period. (*Faculty Handbook, 2015-2016, §4.08*)
 2. Annual Faculty Evaluations should be based upon teaching, scholarship, service, and collegiality and should include a comment on the directional goals.
- F. The School's Collegial Review committee will comprise of a minimum of five tenured faculty of which there will be at least one tenured faculty from each discipline. All AACSB qualified tenured faculty who have met expectations in all categories in the previous year's AFE (except for the School Director and faculty who will be serving on the College Collegial Review Committee) are eligible for the committee. The full-time faculty from the School elect committee member to staggered two-year terms. The terms shall be staggered to ensure continuity of representation for each discipline. A faculty member can serve a maximum of three consecutive terms.

II. Domains of Evaluation

A. Teaching (Faculty Handbook Sections 4.04 and 4.05)

1. Teaching effectiveness is evaluated according to the following three areas:
 - a) **Pedagogical Content Knowledge** - Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning. Shulman 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.
 - b) **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.

- 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 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.

2. Methods of Evaluation and Sources of Evidence

- a) **Peer Review of Teaching Materials** - 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 faculty (Faculty Handbook 4.05.B.2.b).
- b) **Self-Evaluation of Teaching** - Each faculty member may provide a self-evaluation of teaching addressing the 3 dimensions of effective teaching (Faculty Handbook 4.05.B.2.c) (maximum of two pages).
- c) **Direct Observation of Teaching** - All tenure track faculty members must be evaluated by direct observation of classroom teaching as required by the University of North Carolina System Office (see UNC Policy Manual 400.3.1.1G), Classroom observation should never be used as the sole measure of teaching effectiveness.
- d) **Student Assessment of Instruction** - Use of the University-wide SA instrument is required of all sections of all courses taught by faculty.

3. Criteria for Annual Evaluation

- a) **Exceeds Expectations** - The faculty member
 - i. Is clearly regarded by students and colleagues as one of the better professors in the school and college
 - ii. Regularly updates course materials to ensure they are thorough, clear and useful to students
 - iii. Demonstrates some evidence of innovation in the classroom
 - iv. Is typically available to students outside of class

- v. Regularly takes advantage of faculty development opportunities
- b) **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
- c) **Does not Meet Expectations** - 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. Regularly cancels class or dismisses students early.
 - vi. Is the subject of frequent student complaints
 - vii. Does not take advantage of faculty development opportunities

4. Standards for Review Events

- a) **Reappointment** - Typically meets or exceed expectations. If reappointment should occur with a rating of does not meet expectations, then a development plan that incorporates the formative guidance is expected.
- b) **Early Tenure** - University guidelines allow for early tenure in rare and exceptional cases. Must clearly exceed expectations.
- c) **Tenure** - Must meet expectations in all years and must exceed expectations in 2 of the 5 years. Evidence must demonstrate that any development plan has been successfully completed.
- d) **Promotion to Associate Professor** - Must meet expectations and must exceed expectations in 2 of the 5 years. Evidence must demonstrate that any development plan has been successfully completed.
- e) **Promotion to Full Professor** - Must meet expectations in each of the last 5 years and exceed expectations in 3 of last 5 years.
- f) **Post-Tenure Review** - Must meet expectations for the applicable period.

B. Scholarship and Creative Works (4.0SC)

WCU recognizes four types of legitimate forms of scholarly activity. 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**- Scholarship of this type includes original research that advances knowledge.
- b) **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.
- c) **Scholarship of application** - The scholarship of application exceeds the

expectations of service to those within or outside the University. Engaged scholarship applies disciplinary expertise to situations with results that can be shared with and/or evaluated by peers.

- d) **Scholarship of teaching and learning** - This form of scholarship includes the systematic study of teaching and learning processes.

It is expected that faculty will maintain qualified status under the College's Policy on Classification of Qualified Faculty.

1. **Window for Evaluation** - 5 academic year rolling window. Candidates for Full Professor will be evaluated on their body of work.
 2. **Defining Scholarship Output** - Peer reviewed "artifacts" consistent with Faculty Handbook Section 4.04c2-Scholarship and Creative Works.
 3. **Adequacy of Scholarship Output** - 5 acceptable artifacts in 5 years.
 4. **Measuring the Quality of Scholarship** - Scholarship evidence is divided into works that show scholarly activity important to AFE documentation and external peer reviewed works acceptable for Tenure and Promotion. An activity that qualifies as scholarship, regardless of the type, must meet the following general criteria: (1) external peer review; (2) methodological rigor; (3) substantive outcomes or implications beyond the scope of the activity itself; and (4) 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-reviewed journal articles are expected to meet the definition of a "quality article" as stipulated in the College of Business's Policy on Classification of Qualified Faculty. Any article in a journal on *Cabell's Predatory Report* when published will not be considered a quality article for any evaluation of scholarship. The candidate shall request a prior review of a proposed non-traditional scholarly project in order to get feedback from the school director.
5. **Criteria for Annual Evaluation***
- a) **EXCEEDS** -The faculty member has produced scholarly artifacts that surpass school expectations in both quantity and quality. It is necessary, but not sufficient, for faculty to exceed the minimum qualified status under the College's Policy on Classification of Qualified Faculty to be eligible to earn a rating of *Exceeds Expectations*.
 - b) **MEETS** - The faculty member has produced, over a rolling five-year period, five quality artifacts. Scholarship is not uniform from year-to-year. In some years, a faculty member may produce several artifacts; in other years there may be none. Consequently, the evaluative process should consider one's scholarship agenda and the progress made toward achieving the goals of that agenda. Some combination of the following artifacts may be judged by the

School Director to be the equivalent of a journal article: paper presentations, book, textbook, sponsored research, publication in a trade journal, textbook case, consulting and so forth.

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. Third-through fifth-year faculty members are expected to have produced an average of one peer reviewed artifact annually.

Faculty who maintain the minimum qualified status under the College's Policy on Classification of Qualified Faculty are not eligible to earn a rating higher than *Meets Expectations*.

- c) **DOES NOT MEET**-The faculty member fails to meet the school expectations in the area of scholarly activity. Faculty who do not maintain minimum qualified status under the College's Policy on Classification of Qualified Faculty earn a rating of *Does Not Meet Expectations*.
6. **Standards for Review Events**
- a) **Reappointment** - Typically meet or exceed expectations. If reappointment should occur with a rating of Does not Meet Expectations then a development plan that incorporates the formative guidance is expected.
 - b) **Early Tenure** - University guidelines allow for early tenure in rare and exceptional cases. Must clearly exceed expectations.
 - c) **Tenure** - At least 5 quality artifacts
 - d) **Promotion to Associate Professor** - At least 5 quality artifacts
 - e) **Promotion to Full Professor** - Must meet expectations in each of the last 5 years and exceed expectations in 3 of last 5 years.
 - f) **Post-Tenure Review** - Must meet expectations for the applicable period.

C. Service (4.04C3 & 4.05D)

1. **Introduction** - "Faculty members are expected to participate in service. Service is expected to increase over a faculty member's employment. Primarily, service requires general expertise and is done as an act of good citizenship" (Faculty Handbook, 4.04 C.3).
2. **Institutional Service** - The faculty member contributes to the University mission by such activities as service to the university, college, school, or university system.
3. **Community Engagement** - This includes, but is not limited to, providing disciplinary expertise to a professional, civic, economic, or educational entity at a local, regional, or national level. Includes continuing education and other non- credit instruction, lectures, presentations, workshops, grant writing, and other such activities. Includes student service-learning involvements.
4. **Special Expertise, Unusual Time, Etc.** - This includes service to entities such as academic, non-profit or professional societies, organizations, journals, or

work on accreditation documents, service within or to academic units at the University in support of their programs such as administrative duties or other leadership roles, and other similar activities.

5. **Advising & Other Service to Students** - School service includes advising roles and activities. Effective advising involves being informed about curriculum and related processes, availability to advisees, assistance with student academic and career planning.

6. **Criteria for Annual Evaluation**

- a) **EXCEEDS** - Shows high level of participation at the school, college, or University level, such as being a member of a major committee or ad hoc committee, chair of a committee, or serves on several committees; ongoing involvement in community engagement such as school, college, or University representative to a community organization; assumes more than the normal school level duties such as fulfilling the responsibilities of a faculty member who is ill; initiates and follows through with new school initiatives; meets all school, college, and University responsibilities; is often available for student development outside of class.
- b) **MEETS** - Assumes a fair share of school responsibilities; completes work in a timely manner; occasionally is involved in community engagement and/or consulting; occasionally serves on University committees; meets school, college, and University responsibilities; maintains posted office hours and appointments; provides basic advising.
- c) **DOES NOT MEET**- Shows a low level of participation or rarely serves on a school, college, or University committee; little evidence of community or professional engagement. When serving on a committee, does not meaningfully contribute to its work or inhibits the ability of others to complete work.

7. **Standards for Review Events**

- a) **Reappointment** - Typically meet or exceed expectations. If reappointment should occur with a rating of Does not Meet Expectations then a development plan that incorporates the formative guidance is expected.
- b) **Early Tenure** - University guidelines allow for early tenure in rare and exceptional cases. Must clearly exceed expectations.
- c) **Tenure** - Must meet expectations and must exceed expectations in 2 of the 5 years. Evidence must demonstrate that any development plan has been successfully completed.
- d) **Promotion to Associate Professor** - Must meet expectations and must exceed expectations in 2 of the 5 years. Evidence must demonstrate that any development plan has been successfully completed.
- e) **Promotion to Full Professor** - Must meet expectations in each of the last 5


years and exceed expectations in 3 of last 5 years.

- f) **Post-Tenure Review** - Must meet expectations each year of the applicable period.

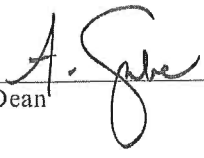
III. Full Time Non-Tenure Track Faculty:

- a. **Promotion from Instructor to Associate Instructor** – Before applying for promotion, a faculty member must have completed at least three years in the College at the rank of Instructor. Eligible faculty may apply for promotion to Associate Instructor no earlier than the fourth year to be considered for promotion in the following year five.
- b. **Promotion from Associate Instructor to Senior Instructor** – Before applying for promotion, a faculty member must have held the rank Associate Instructor for at least three years. Eligible faculty may apply for promotion to Senior Instructor no earlier than the fourth year in rank to be considered for promotion in the following year five.
- c. Teaching
 - i. **Promotion from Instructor to Associate Instructor.** At a minimum, must meet expectations in all years considered and must exceed expectations in at least 2 of the years considered.
 - ii. **Promotion from Associate Instructor to Senior Instructor.** At a minimum, must meet expectations in all years considered and must exceed expectations in at least 2 of the years considered.
- d. Scholarship
 - i. **Promotion to Associate Instructor.** At a minimum, the faculty member must have maintained AACSB faculty credentialing status per the College's Policy on Classification of Academically and Professionally Qualified Faculty for each of the previous three years.
 - ii. **Promotion to Senior Instructor.** At a minimum, the faculty member must have maintained AACSB faculty credentialing status per the College's Policy on Classification of Academically and Professionally Qualified Faculty for each of the previous three years.
- e. Service
 - i. **Promotion Associate Instructor.** At a minimum, the faculty member must meet expectations for each of the previous three years.
 - ii. **Promotion to Senior Instructor.** At a minimum, the faculty member must meet expectations for each of the previous three years.

Approved by:


School Director

8/20/21
Date


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08.20.2021
Date


Provost

8-20-21
Date