

December 4, 2008

THE UNIVERSITY EVAL-4

This document applies to faculty reviews of the following type: probationary reappointment (2nd and 4th year); tenure; and promotion to associate and full professor.

In conjunction with the University Handbook Section XII, the University EVAL-4 is designed to provide guidance to faculty members regarding the ways in which the University values various teaching, professional development, and service activities. This document identifies those activities and measures that the University most values, highly values, and values. The term “measures” is recognized to be explicit in some instances and implicit in the majority of instances.

The publication of this document does not mitigate individual departmental obligations to prepare departmental EVAL-4s that delineate specific criteria and procedures for departmental-level evaluation. Departments shall base their EVAL-4 criteria in teaching, service, and professional development on the broad values articulated in the University EVAL-4 and on expectations appropriate to the discipline. Departmental Review Committees (DRC) will continue to use departmental EVAL-4 criteria as the basis for evaluating department members. Subsequent levels of review will utilize DRC recommendations while applying University EVAL-4 standards to the candidacy at hand.

The benchmark ratio for faculty workload at Christopher Newport University is 50% for Teaching, 25% for Professional Development and 25% for Service. This ratio is meant as a guideline not as an absolute for all faculty or all departments. Although the workload of the majority of faculty will conform to a greater or lesser degree to this ratio, there are many circumstances that can alter it (e.g., administrative course releases, grant releases, sabbatical, departmental expectations or departmental Eval-4). For the purposes of the review, time allocation and effort do not constitute proxies for evidence of demonstrated excellence in the candidate’s dossier.

Since the University Handbook does not prescribe standards for reappointment of candidates undergoing reappointment reviews, the following guidelines are offered:

The second-year review focuses largely on the activities of instruction. The candidate has an opportunity to learn from the process how the University views his or her success in meeting assigned teaching responsibilities, thus providing valuable information for preparation for future reviews. Also the University has the opportunity to determine if minimal instructional expectations have been met to warrant confidence in a second three-year contract; expectations for service and professional development play a lesser role in this determination, though it would be untypical for a candidate to report no department-based service roles or demonstrate no evidence of an emerging creative or scholarly agenda.

The fourth-year review expects a strong teaching record where by the candidate has addressed significant instructional problems in adapting to the University's expectations. The University also expects evidence that a scholarly or creative agenda has come together and that products of a peer-review status are beginning to emerge and also that the scholarly agenda has promise to meet the expectations for a tenure and promotion review. Service expectations would typically be reported as a faculty member serving multiple departmental roles and emerging University roles, depending upon opportunities.

Finally, such a list can never be fully inclusive of relevant professional activity that may be of value for University faculty reviews.

I. TEACHING

CNU's most important expectation of faculty is to provide high-quality instruction.

For undergraduate students, this instruction may be characterized by the provision of: a relatively deep exposure to a discipline, including its connections with others, in the form of academic majors and minors and the undertaking of research projects; broad exposure to other disciplines and important inquiry areas in the humanities, natural and social sciences, and limited pre-professional and professional programs; the development of "liberal learning skills" that prepare the student for life-long learning; and advising and mentoring of individual students to help them with their college and post-college careers.

For graduate students, instruction may be characterized by the provision of more advanced training and disciplinary instruction. The graduate programs are an integral part of a faculty member's review when the candidate has been assigned courses, advising, or supervision in them.

The evaluation of instructional efficacy is designed to allow faculty the opportunity to demonstrate how they have fulfilled these University expectations and thus own the right to full consideration for professorial advancement at CNU.

AREA ONE: TEACHING DEVELOPMENT

Highest Valued Activities and/or Measures

Classroom skills

Classroom skills as measured by IDEA surveys

A successful candidate will have a preponderance of scores in the "gray band" or above

Course content expertise

Teaching courses in the Liberal Learning Core

Highly Valued Activities and/or Measures

New course design/redesign for the department and interdisciplinary programs (undergraduate and graduate levels as relevant)

New course design/redesign for the Liberal Learning Core
 Classroom skills as evidenced by teaching awards
 Quality of feedback/assessment given to student assignments
 Syllabus creation designed for learning enhancement
 Office hour accessibility
 Course management using Blackboard or related system
 Instructional design that enhances student responsibility for learning
 Interdisciplinary courses for the LLC and Honors programs

Valued Activities and/or Measures

Team teaching
 Syllabus creation as course information
 Peer review of classroom skills
 Interdisciplinary course for department

AREA TWO: TEACHING ENHANCEMENT

Highest Valued Activities and/or Measures

Attention to teaching improvement
 Continuing engagement with instruction
 Service learning
 International Education inclusive of Study Abroad
 Honors Program
 Writing Intensive Courses

Highly Valued Activities and/or Measures

Incorporates assessment data/measure of student learning into teaching
 Innovation in assignments
 Incorporation of instructional technology
 Writing a course manual for local use
 Independent study
 Facilitating student research inside the classroom
 Incorporates the pedagogy of leadership

Valued Activities and/or Measures

Attendance at teaching conferences

AREA THREE: RESEARCH AND CREATIVE ACTIVITY WITH STUDENTS

Highest Valued Activities and/or Measures

Published products with students

Highly Valued Activities and/or Measures

Unpublished products with students
 Student awards for research
 Facilitating student presentations at a conference or other venue

Valued Activities and/or Measures

Taking students to attend a conference
Mentoring students conducting research beyond the classroom

AREA FOUR: MENTORING AND ADVISING**Highest Valued Activities and/or Measures**

Mentoring
Graduate and professional program mentoring and advising

Highly Valued Activities and/or Measures

Advising
Supervising and graduating graduate students

Valued Activities and/or Measures

[none yet identified]

II. RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Faculty are expected to maintain an independent research or creativity agenda and to maintain disciplinary expertise in their primary fields of teaching for their department of appointment. In scholarly or creative activity, a faculty member develops work through iterative stages of inquiry, design, and distribution, such that the activity cumulatively results in completed, interrelated, peer-reviewed products. Peer-reviewed work is expected for tenure and promotion. Disciplinary expertise means staying engaged in how the discipline continues to construct knowledge, typically focused in smaller subfields of interest, training, and curricular assignment; thus the University knows that the faculty member is offering instruction that is commensurate with the current state of the (sub)discipline.

Through his or her independent research/creativity agenda the disciplinary expertise, the faculty member maintains a vital “life of the mind” necessary for promoting an academic climate of inquiry and self-expression inside the classroom and on the campus as a whole, thus ensuring the University can validate faculty expertise in its interactions with students and their families, the state of Virginia, accreditation agencies, donors and friends, and private, corporate, and governmental funding agencies. Faculty members who can demonstrate an *active and on-going* participation in these two activities, from the time of their appointment forward, will own the rights both for full consideration for professorial advancement at CNU and for resources that the University may have to facilitate these expectations.

AREA ONE: INDEPENDENT RESEARCH OR CREATIVITY AGENDA**Highest Valued Activities and/or Measures**

Grant awards of \$40,000 or more
Scholarly or creative work that is completed and peer reviewed:

journal publications (peer-reviewed)
 conference proceedings (peer-reviewed)
 books published by a University or top-tier trade press
 creative work presented at juried shows or published in peer-reviewed venue
 substantive contribution to published co-authored work (peer reviewed)

Invited lectures or keynotes

Book chapters

Highly Valued Activities and/or Measures

Grant awards of less than \$50,000

Work completed:

non-peer reviewed scholarly or creative publications

non-peer reviewed conference proceedings

review essays

creative work presented in non-juried shows

Books published by presses that are not University or top-tier trade

Grants or awards for access to outside laboratories or other research facilities (such as an observatory)

Publication of research notes

Scholarly awards

Supportive contribution to published co-authored work (peer reviewed)

Presentations at conferences and service as conference panel respondents

Valued Activities and/or Measures

Work in progress:

Grant proposals

journal articles

conference proceedings

books

creative works

book chapters, translations

Scholarly award nominations

review essays

other types of scholarly or creative work

Minor contribution to published co-authored work (peer reviewed)

Unsuccessful grant proposals

AREA TWO: DISCIPLINARY EXPERTISE

Highest Valued Activity or Measure

Editor of peer-reviewed journal

Highly Valued Activities and/or Measures

Book reviews

Peer reviews of others' scholarship
 Peer reviews of others' grant proposals
 Peer reviews of others' creative work
 Review essays about the state of a scholarly field
 Encyclopedia articles
 Outside consulting that validates disciplinary expertise

Valued Activities and/or Measures

Forewords

III. SERVICE

AREA ONE: CAMPUS CITIZENSHIP

The University requires faculty to offer their time in service roles to complement its limited staffing resources and to participate in faculty governance. Faculty help guide and support University decisions, processes, planning, and operations. Faculty presence in the many service arenas helps to reinforce academic principles in decision making and resource allocation. Because campus citizenship is a critical obligation, faculty reviews recognize the value of these time commitments.

COLLEGE AND DEPARTMENT SERVICE

Unique Contribution

Department Chair
 Director of Teacher Preparation Program

Highest Valued Activities and/or Measures

Chair of Department Review Committee (DRC)
 Search Committee Chair
 Department service assignment by Chair of commensurate value
 Director of a time-intensive academic program

Highly Valued Activities and/or Measures

Chair of College or Department Committee or Task Group
 Department service assignment by Chair of commensurate value
 Director of an academic program

Valued Activities and/or Measures

Department webmaster
 Member of DRC
 Member of Search Committee
 Member of College or Department Committee or Task Group
 Peer mentoring
 Department service assignment by Chair of commensurate value

UNIVERSITY-WIDE SERVICE

Unique Contribution

Faculty Senate President

Highest Valued Activities and/or Measures

Chair of a major University Committee or Task Group
 Director of a major interdisciplinary program
 Member of the SEC

Highly Valued Activities and/or Measures

Member of major University committee (UCC, LLC, FS, FRC) or task group or search committee
 Director of CNU research or outreach Center receiving external funding
 Director of work-intensive minor or concentration
 Leadership in student recruitment and Advancement efforts
 Faculty advisor of student group
 Director of learning support Centers

Valued Activities and/or Measures

Representative at University event
 Member of other University committees
 Director of smaller minor or concentration
 Member of Advisory Group
 Coordinating Visitor Lectures

AREA TWO: PROFESSIONAL SERVICE

The University benefits from faculty maintaining a presence in relevant professional organizations and engaging in development and career-building activities like peer review of grant proposals and manuscripts. Faculty develop greater appreciation of the dynamics of their discipline, inside and outside the academy, and the University's stature is increased through a faculty member's campus identification in these roles. Faculty who engage in professional service should have these contributions to their disciplines recognized in their reviews.

Highest Valued Activities and/ Measures

Book manuscript reviewer
 Grant proposal reviewer (outside)
 Administer/coordinate scholarly conference
 Election to professionally significant office
 NGO and other international leadership roles
 International, national or regional level leadership role in an academic organization (e.g., MLA)

Highly Valued Activities and/or Measures

Jury reviewer of creative product show
 Referee journals, conferences, book proposals
 Manage or serve as consultant for exhibition, performance, display
 Panel reviewer for agency

Consulting (paid or volunteer) for professional versus community service
 (the difference is that the productivity of professional consulting can
 sometimes be incorporated into professional development)
 State level organizational leadership role

Valued Activities and/or Measures

Book reviews (short)
 Media spokesperson/correspondent
 Instruct peers in workshop, retreat, or seminar
 Professional outreach (e.g., to high school teachers)
 Local level organizational leadership role
 Organizing Conference Panels

AREA THREE: SERVICE TO EXTERNAL COMMUNITIES AS UNIVERSITY REPRESENTATIVES

The University values faculty involvement and participation with and leadership of community programs, both at the local and state level. (Federal and international program involvement belongs, for the purposes of this schema, in the Area of Professional Service). Such involvement helps to strengthen the University's connections with its immediate public environments and to strengthen those public environments. However, recognition for such service in the formal evaluation system must be limited to those community leadership roles where the faculty member's University status and professional expertise are of primary importance.

The evaluation system supports community service and offers faculty an opportunity for certain types of activities to supplement the dossier. Relevant activities may include:

Board of Directors/Executive Leadership position in major community organization
 Public lectures
 Community organization leadership position
 Consulting (paid or volunteer)
 Community service (misc.)
 Committees/elected positions
 Judging competitions
 K-12 involvement
 Other, related service roles