

Christopher Newport University

Departmental Standards and Procedures for Faculty Evaluation

Academic Year 2008-2009

Department of **Government**

The following are guidelines developed by the department to assist the candidate in meeting the tenure and promotion standards set forth in the University Handbook, Section XII. However, the University Handbook is the final authority on matters of tenure and promotion.

Weighing of Teaching, Professional Development, Service
(50% Teaching, 25% Professional Development, 25% Service)

I. Teaching (50% of the total performance evaluation)

A. Measures of Teaching Effectiveness

Teaching effectiveness is the most important element in the evaluation process. Attention is given to four areas: courses taught, course rigor, IDEA summary statements, and peer observations.

1. Courses Taught

- a. Effective teaching in the political science core curriculum
- b. Effective teaching in CNU's liberal learning core curriculum (including ULLC 100, ULLC 223, Areas of Inquiry, and Writing Intensive courses)
- c. Number of preps/new preps required
- d. Development of new courses, including first-year seminars and areas of inquiry
- e. Mentoring students in directed studies courses

2. Course rigor

- a. Selection and mastery of course content
- b. Communication skills—clearly interprets abstract ideas and theories
- c. Methodology for teaching
- d. Good organization of course
- e. Written assignments are thorough, challenging, and clearly explained
- g. Grade distributions match departmental and university norms
- h. Fairness in grading
- i. Encouragement of analytical skills in students
- j. Preparing students for continued studies in graduate school, law school, or other professional training

3. IDEA Summary Statements: Teaching Effectiveness

- a. Selection of Essential/Important objectives
- b. Integration of objectives into course material
- c. Student response relating to achieving course objectives

- d. Student response relating to overall excellence of the professor
- e. Student response relating to overall excellence of the course
- f. Appropriate restructuring or redesign of course based on student evaluations

4. Peer Perspectives: Course observation

- a. Course content parallels catalog course description
- b. Appropriate lecture/delivery preparation
- c. Positive delivery of course material
- d. Student involvement with the material
- e. Appropriate tone with students
- f. Responsiveness to students
- g. Logical presentation of class material such as:
 - 1. Introduction
 - 2. Connection to previous material
 - 3. Connection to material of previous courses
 - 4. Presentation of new material
 - 5. Summary
 - 6. Connection to upcoming material
 - 7. Use of appropriate technology
 - 8. Use of team format
- h. Syllabi
 - 1. Catalog course description
 - 2. Learning objectives
 - 3. Class schedule and deadlines
 - 4. Required and recommended texts
 - 5. Office hours
 - 6. Telephone and email addresses
 - 7. Grading scale
 - 8. Syllabus is not a contract statement
 - 9. Disabilities statement
 - 10. Information regarding
 - a. Tests
 - b. Reading assignments
 - c. Writing assignments
- i. Instructor commitment to student improvement:
 - 1. Writing intensive emphasis in WI courses
 - 2. Mentoring sessions outside of formal classroom or online
 - 3. Instructor response to previous teaching assessment feedback
 - 4. Innovative teaching techniques
- j. Integration of skill modules that reinforce course learning

Objectives might include:

 - 1. Integration of content from previous courses
 - 2. Writing
 - 3. Critical thinking
 - 4. Cooperative learning and team work
 - 5. Interpersonal communication
 - 6. Conflict resolution

7. CNU ONLINE lecture support
 8. Library data gathering and analysis
 9. Independent reading comprehension
 10. Data base management
 11. Resume development
 12. Statistical analysis, presentation and interpretation of data
 13. Student Scholarly and professional network development
- k. Participation in the scholarship of teaching workshops and conferences

B. Criteria for Tenure and Promotion (to Associate and Full Professor)

1. For Tenure and Promotion to Associate Professor

A candidate will show evidence of successful teaching in the above measures of teaching effectiveness.

2. For Promotion to Full Professor

As stated in the *University Handbook*, candidates for promotion to Full Professor must demonstrate “sustained evidence of truly outstanding teaching effectiveness.” Candidates will show evidence of sustained instructional competence including student evaluations (IDEAs) and at least one other indicator of teaching competence such as (a) classroom-peer observations, (b) publication or presentation of scholarship targeting teaching issues, techniques, or pedagogies, or (c) other relevant outcomes demonstrating teaching proficiency and/or assessment. Because many variables outside a teacher’s control have been documented to influence student ratings, a candidate is encouraged to provide analysis and explanation for his/her ratings (e.g., documentation of the mitigating circumstances).

Innovative course pedagogy (e.g., technology, materials, and procedures), recognition or awards for teaching or mentoring, and other indicators of outstanding instructional contributions enhance a candidate’s record. Candidates will show evidence of exceptional student engagement in activities relating to mentoring students in research; course materials; learning methodologies; and/or other activities.

II. Professional Development (25% of the total performance evaluation)

The Department of Government houses the political science faculty. Political science is a social science focused broadly on the study of governments, public policies and political behavior; where both humanistic and scientific perspectives and skills are employed to examine all countries and regions of the world. Accordingly, relevant peers are scholars and practitioners who do the same.

For tenure and promotion candidacies, evidence of a continuous scholarly agenda should be clear. Products of scholarship presented by a faculty member should be refereed, evaluated by third parties or competitively achieved. Products of scholarship jointly prepared or as part of a multidisciplinary product are fully acceptable, but should not constitute the sole evidence presented. Invitations to seminars in which competitive criteria are used for admission are regarded as appropriate forums. These standards are considered a minimum.

It is incumbent upon the candidate to demonstrate that he or she has satisfied the stage of professional development relative to the peer group's decision level (retention, tenure, promotion to various academic ranks), as articulated in the *University Handbook*. In making that demonstration, candidates must submit an executive summary outlining their accomplishments in the areas of teaching, professional development, and service during their entire evaluation period. In this summary, candidates must speak to the significance and extent of their scholarly contribution to their field and the discipline within the context of the teaching and service requirements of Christopher Newport University.

A. For Tenure and promotion to Associate Professor.

From #1 below, meeting the requirements outlined in either a. or b.; and from #2 below, meeting at least four of the requirements:

1. For tenure and promotion to Associate Professor, candidates must meet the requirements of either a. or b.:
 - a. Monograph (refereed, book-length treatise, published with a university press or respectable trade press), and one refereed or invited journal article.
 - b. A variety of four (4) of the following in any combination with special emphasis on refereed journal publications:
 1. Refereed and invited journal articles;
 2. Editor of peer-reviewed book (published with a university press or respectable trade press);
 3. Published book chapters in peer-reviewed books;
 4. Externally funded grants.
 5. Textbook (refereed, book-length, published with a respectable press).

2. For tenure and promotion to Associate Professor, candidates must meet four (4) of the following:
 - a. Presentation at professional meeting;
 - b. Professional journal editor;
 - c. Chair or discussant at professional meeting;
 - d. Book review in professional journal;
 - e. Referee for professional journal;
 - f. Publication in trade journal or non-peer reviewed academic literature;
 - g. Op/ed published in a national newspaper/media source;
 - h. Written research accepted or used by client groups or consumer services.

B. For Promotion to Full Professor

As stated in the *University Handbook*, candidates for promotion to Full Professor must demonstrate: 1) sustained evidence of truly outstanding teaching effectiveness, 2) widely-respected professional development, 3) leadership and high achievement in academic service, and 4) sustained evidence of great stature as a member of the department, college/school, university, and academic discipline. It is incumbent upon candidates to demonstrate that they have satisfied these requirements in a separate executive summary to be submitted as part of their dossier.

In the area of professional development, it is incumbent upon the candidate for promotion to Full Professor to demonstrate a sustained and widely-respected track-record of scholarship, which would include a combination from the following:

1. Published books;
2. Refereed and invited journal articles;
3. Externally funded grants;
4. Professional journal articles;
5. Published book chapters;
6. Published book reviews;
7. Published symposium sections;
8. Service as the editor of a journal or publication;
9. Conference presentations;
10. Professional presentations;
11. Written research accepted or used by client groups or consumers of services;
12. Publication or presentation of research or other products of scholarship related to one's professional field;
13. Op-Ed columns;
14. Internally funded grants.

III. Service (25% of the total performance evaluation)

A. Measures of Service

1. Departmental Service generally takes the form of:
 - a. Academic and career advising to students
 - b. Membership/Chair on departmental committees
 - c. Developing or participating in student recruitment efforts
 - d. Developing or monitoring student internship placements
 - e. Sponsoring departmental activities
 - f. Creation or support of student award for excellent scholarship or citizenship
 - g. Willingness to contribute to the overall functions of the Department on a formal and informal basis.
2. Service to the University community generally takes the form of:
 - a. Active and satisfactory service as department chair
 - b. Membership/Chair on university or college committees or Faculty Senate
 - c. Active and Satisfactory service as faculty advisor to student organizations
 - d. Significant development or revisions to the university curriculum.
 - e. Master student advisor.
3. Service to the profession/discipline generally takes the form of:
 - a. Serving as an officer or committee member of professional organization
 - b. Paid or volunteer expert consulting in one's field of specialty
 - c. Organizing sessions at professional meetings
 - d. Active and satisfactory service as faculty advisor to student organizations.
 - e. Attending professional meetings and conferences

- f. Serving as peer-reviewer for scholarly publications
- g. Encouraging and facilitating student involvement in professional associations
- h. Publishing a newsletter

4. Service to the Community should draw on one's scholarly and/or professional expertise and generally takes the form of:

- a. Speeches or presentations to public gatherings
- b. Media commentary
- c. Service on charitable or advisory boards
- d. Volunteer service

B. Criteria for Promotion to Full Professor

As stated in the University Handbook, candidates should demonstrate "leadership and high achievement in academic service." A candidate will therefore show a record of sustained university and departmental service. In addition, a candidate demonstrating community and/or professional service will enhance the merits of his/her candidacy. Evidence of outstanding service can be demonstrated in many ways, such as chairing and/or serving on program, division, college, and/or university committees; making contributions to the University by serving on ad hoc committees; presenting evidence of external activities such as professional community service; serving on editorial boards and other service to professional organizations. Candidates will provide evidence of service given and explanation concerning the quality and quantity of service provided to the department, university, and community.