

DEPARTMENTAL STANDARDS AND PROCEDURES FOR FACULTY EVALUATIONS

ACADEMIC YEAR: 2008-2009
DEPARTMENT: Leadership and American Studies
TODAY'S DATE: March 6, 2008

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.

Criteria and Procedures:

The Department of Leadership and American Studies, Joseph W. Luter, III College of Business and Leadership, evaluates faculty in three areas: teaching, service, and professional development, with teaching given the highest weight (50%). Each of the other two areas receives approximately equal weight (25% each) with some variation.

I. Evaluation of Teaching

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

A. Courses taught

1. Number of courses taught
2. Number of preps/new preps required
3. Development and introduction of new courses, including first year seminars and cross-disciplinary courses
4. Teaching basic courses, ULLC courses, and AoI courses.
5. Mentoring students in directed studies courses

B. Course Rigor/Commitment

1. Selection and mastery of course content
2. Course objectives and instructional materials
3. Methodology for teaching
4. Written assignments are thorough, challenging, and clearly explained
5. Course organization
6. Student achievement based on exams, projects, presentations, reports
7. Textbooks, homework assignments, handouts
8. Grading systems and fairness of grades assigned (to include mean scores)
9. Grade distribution
10. Emphasis on CNU's Honor Code
11. Demonstrated interest in teaching

C. IDEA Summary Statements

1. Selection of Essential/Important objectives
2. Integration of objectives into course structure
3. Student response related to achieving course objectives
4. Student response related to overall excellence of the professor
5. Student response related to overall excellence of the course
6. Appropriate re-structuring or re-design of course based on student evaluations

D. Evaluation of teaching will include regular self-reflection and analysis of teaching.

II. Evaluation of Service

Service includes service in the department, including advising, meeting classes regularly, keeping posted office hours, carrying out departmental assignments, meeting deadlines, and interpersonal effectiveness with colleagues; to the University, including attendance at faculty meetings, performance on committees, cooperation with university policies and meeting deadlines; and to the community in providing professional expertise that makes the community aware of the presence and concern of the University. Service is recognized on three levels: university, community, and professional. Examples include, but are not limited to, the following:

A. University:

1. Advising students
2. Serving as faculty advisor to student organizations
3. Serving on college and/or university committees including search and peer committees
4. Chairing department
5. Producing university/departmental WEB pages or brochures
6. Facilitating internship opportunities for students
7. Editing university/departmental publications
8. Handling departmental assessment
9. Providing support and mentoring for other faculty members at CNU
10. Extent to which the faculty member helps advance the relevant aspects of Vision 2010

B. Community:

1. Service in the community may take various forms. However, to be considered for faculty evaluation purposes, it must be directly related to the faculty member's discipline and position at the university.

C. Professional:

1. Serving as an officer or committee member for professional organizations
2. Organizing and chairing convention sessions or entire meetings
3. Serving on accreditation teams
4. Publishing a newsletter or brochure
5. Teaching in workshops for other professionals or staff members
6. Performing other profession-related duties

III. Evaluation of Professional Development

Professional development includes participation in professional societies, including presentations; formal and informal interaction with university peers in professional matters; participation in short courses and additional course work in professionally related areas; completion of additional degrees; research in progress and publications; attainment of honors and awards. In addition, professional development of every faculty member is expected to include contributions to the fund of knowledge. Such contributions will ordinarily take the form of scholarly publications in the refereed literature.

As an interdisciplinary department, professional development and scholarly work in multiple fields is valued and strongly encouraged. The Department of Leadership and American Studies values both the scholarship of teaching and the scholarship of research. Each candidate for review, promotion, or tenure is responsible for providing evidence plus interpretive details relative to scholarship, professional growth, and research. Peer evaluations from colleagues within the department, school, and university are appropriate for presented papers, seminars, consultation, and publication of a professional nature.

Evaluations by external, unbiased evaluators of known merit and accomplishments are essential when consideration is given to promotion and tenure. Evaluators should be selected for their achievement in the candidate's field or related field and familiarity with the candidate's work. The qualifications of external evaluators and their positions within the profession should be noted. The significance of evaluators' credentials and the stature of publications carrying reviews or of institutions exhibiting work are to be used to establish the candidate's recognition and reputation.

Evaluation of Scholarship in Leadership and American Studies Includes:

Classification A

1. Publication of book(s) (such as author, coauthor, editor, co-editor, etc.) in university press or respectable trade press
2. Publication of refereed or invited journal articles
3. Externally funded competitive grants
4. Publication of chapter(s) or invited chapters in an edited volume

Classification B

5. Publication of articles or invited articles in non-refereed journals
6. Publication work in conference proceedings
7. Presentation of competitive or invited papers at international, national, regional, local, or special conferences
8. Serving as editor and/or reviewer for journals or conventions
9. Chair, facilitator, or discussant at professional meetings
10. Organizing content of scholarly meetings
11. Development of curricula

(The above list is typical but not exhaustive.)

Evaluation of Scholarship for Tenure/Promotion to Associate Professor

These criteria are developed for a six-year probationary period. Acceptable performance in the area of scholarship will involve the completion of products of scholarship. These products may vary in nature but must number no fewer than six (6). No fewer than three (3) of the six (6) must be from Classification A. However, if a faculty member completes item #1 (book), this member will be required to complete no fewer than a total of five (5) products of scholarship, but at least one additional item from Classification A would be required in this case. The intention is to recognize diversified products as acceptable pieces of evidence for the scholarship of faculty members. Equally important is that each product be submitted to recognized peers in a position to offer an evaluation of the product's quality. Such competent evaluation of these products of scholarship will be necessary in any tenure/promotion candidacy.

Evaluation of Scholarship for Promotion to Professor

Acceptable performance in the area of scholarship will involve the completion of products of scholarship beyond those required for the Associate Professor level. These products may vary in nature but must number no fewer than six (6). No fewer than four (4) of the six (6) must be from Classification A. The intention is to recognize diversified products as acceptable pieces of evidence for the scholarship of faculty members. Equally important is that each product be submitted to recognized peers in a position to offer an evaluation of the product's quality. Such competent evaluation of these products of scholarship will be necessary in any promotion candidacy.

University Handbook Evaluation Standards for Promotion to Associate Professor

- (a) Evidence of successful compliance with the expectations of the rank of assistant professor;
- (b) Evidence of exemplary performance in teaching;
- (c) Evidence of continuing professional development;
- (d) Evidence of outstanding academic service;
- (e) History and promise of being a strongly contributing college/school, university and academic discipline;
- (f) Evidence of a history of predominantly positive evaluations; and
- (g) The extent to which minimum qualifications are exceeded.

University Handbook Evaluation Standards for Promotion to Professor

- (a) Sustained evidence of successful compliance with the expectations of the rank of associate professor;
- (b) Sustained evidence of truly outstanding teaching effectiveness;
- (c) Sustained evidence of widely-respected professional development;
- (d) Sustained evidence of leadership and high achievement in academic service;
- (e) Sustained evidence of great stature as a member of the department, university, and academic discipline;
- (f) Evidence of a history of strongly positive evaluations; and
- (g) The extent to which minimum qualifications are exceeded.