

EVAL-4
3/31/09

CHRISTOPHER NEWPORT UNIVERSITY

DEPARTMENTAL STANDARDS AND PROCEDURES FOR FACULTY EVALUATIONS

ACADEMIC YEAR 2008 - 2009

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

March, 2009

The following are guidelines developed by the above-named department to assist the candidate in meeting the tenure and promotion standards set forth in the University Handbook, Section XII. Candidates are also expected to consult the University EVAL-4 (<http://provost.cnu.edu/faculty.html>) for guidance. The University Handbook is the final authority on matters of tenure and promotion.

A) TEACHING EFFECTIVENESS

The department recognizes that excellence in the teaching of philosophy may be achieved in different ways: what works best for one instructor may differ from what works best for another; what works best for one type of course may differ from what works best for another. We are committed to the following goals and methods and stated diverse means of achieving them:

- Courses should be planned through the creation of a well-designed syllabus and through verbal presentations and other written documents, as to content, reading assignments, teaching materials and appropriate expectations of what students should learn.
- There should be a clear statement of course objectives (whether in writing or verbal presentation) and a fair evaluation of student performance on the basis of these stated objectives. This may be achieved by informing the students how many examinations will be given and when; what they will cover; what type they will be (e.g. essay in class or take home, problem solving, multiple choice, completion, true-false, oral); how much each counts towards his final grade. The student may also be informed about what will be expected from him in the way of homework, e.g. problems to solve, essays, term papers, class participation, etc.
- The teaching method or methods should be appropriate to the course. Lecture, reading assignments, discussion, use of handouts, use of audio-visual material, oral and/or written reports by students, debates, field trips; the encouragement of critical thinking, the presentation of close analyses, the imparting of information on a given subject, bringing philosophical and/or religious insights to bear on current issues -- all of these are among the methods that may be appropriate in any given case.
- Teaching material should be appropriate to the course. Text may be primary sources, secondary, current books or articles, anthologies, or other as appropriate; other materials may include handouts, film, filmstrips, slides, tapes, maps.
- There should be positive or improving IDEA reports, a preponderance of scores in the "gray band" or above in the areas of excellence of instructor and progress on relevant objectives. A correlation between actual GPA and item 13 of the IDEAS dealing with teaching effectiveness should be factored into the interpretation of the IDEAS results.
- There could be evidence of positive teaching evaluations by peers.
- There should be evidence of innovative teaching in such areas as the choice of reading materials, selection of discussion and essay topics, use of different modes of instructional delivery, application of new technologies, use of innovative testing methods, assessment of student achievement, and the development of new courses.
- There should be active involvement in the guidance and supervision of majors in writing projects, in the Department's comprehensive exam, and in senior research paper.
- The department places high value on research and creative activity with students. Of highest value are published products. Highly valued are unpublished products, student

recognition for research, and facilitating student presentations at a conference or other venue. Valued are taking students to attend a conference and mentoring students conducting research beyond the classroom.

- The department places high value on the successful development and implementation of new programs.
- The department places high value on keeping office hours and being generally available to students.

The following are among acceptable documentary evidence of the above: self-description of teaching methods; syllabi; student evaluations; sample examinations, homework, essays, term papers; sample handouts; depositions; peer visitations.

B) COMMITMENT TO THE LIBERAL LEARNING CORE CURRICULUM

This department is committed to the liberal learning curriculum. As such, as a department, we expect each member to teach department courses that are offered as part of the liberal learning core. Each member commits to teach at least one course, whether an Area of Inquiry course, a second-year writing seminar, or a first year seminar course, every year.

C) PROFESSIONAL COMPETENCE AND DEVELOPMENT

The department is committed to the objective validation of the quality of the professional activity of its faculty. The Department therefore recognizes the importance of refereed areas of scholarship for the output of scholarly work. The following list provides a set of guidelines for evaluating the quality and quantity of scholarly production.

Such areas of scholarship include refereed products in the following areas:

Section A:

- authored books or textbooks (9 points)
- co-authored books or textbooks (5 points)
- authored book chapters (4 points)
- co-authored book chapters (3 points)
- article appearing in refereed journals (4 points)
- co-authored article appearing in refereed journals (2 points)

Section B:

- editorship of professional journal (4 points)
- co-editorship of books or textbooks (3 points)
- publication in refereed conference proceedings (3 points)
- paper presentation in national conference proceedings (4 points)
- paper presentation in regional conference proceedings (2 points)
- editorship of books or textbooks (4 points)
- Reviewer of manuscript (1 points)
- book reviews (1 point)
- referee for conference panel (1 point)
- referee for journals (2 points)
- participant on an academic panel or discussion (1 point)
- successful writing of external grants (3 points)

- Unsuccessful writing of external grant (2 points)
- commentary or panel participant by invitation (2 points)
- academic conference organizer (regional, 2 points; national, 3 points; international 4 points)
- non-peer reviewed scholarly publications (1 point)
- The department recognizes the institutional, administrative and practical value which clear and unambiguous quantitative measures would provide decisions concerning tenure and promotion. However, there is also the recognition that the qualitatively diverse nature of what is being measured does not easily lend itself to quantification. We recommend that the above guidelines be applied with the following qualifications:
- The suitable candidate for promotion to associate professor should remain professionally active. In order to offer guidance for appropriate scholarly activity, the department offers the following guidelines. The candidate should accrue at least 10 points using the above list of refereed areas of scholarship. At least 5 points should be accrued from area A.
- The suitable candidate for full professor should show evidence of sustained contributions to the mission of the university in the area of scholarship, the department believes that an additional 10 points should be
- accrued from areas A and B; at least 5 points should be from area A.

□ The quantitative measures should not be applied unconditionally and mechanically, with recognition they are relative to the quality and kind of scholarly product.

- An equivalency is used between different kinds of refereed forums based on professional wide standards.
- The term "refereed" is understood as professionally refereed by members of the discipline.
- The content of the research may not only be pure research in the discipline but also include research dealing with teaching and practical applications of the discipline to other areas.
- The department sees no meaningful difference between electronic and print publication media, as long as they are refereed, but it also recognizes that there are levels of complexity between works and a significant range of academic distinction and notoriety in possible outlets.
- Items that have been accepted/approved for publication at the time a review takes place should be given the full points for the requisite kind of publication.

D) SERVICE TO DEPARTMENT, COLLEGE, AND COMMUNITY

- Service to the Department consists in meeting departmental responsibilities including advising, meeting classes regularly, and carrying out other departmental assignments and deadlines.
- Service to the college includes attendance at faculty meetings, performance on committees and/or in faculty offices, cooperation with college policies.
- Service to the community includes providing professional expertise in any way that makes the community aware of the presence and concern of the college.

Documentation of the above may be in the form of depositions by the department chairman, committee chairmen, administrative personnel, community people, or through the faculty member's self-report.

Recognizing that the primary mission of Christopher Newport University is excellence in undergraduate education, we recommend that the weights accorded to the areas of evaluation be 50% teaching, 25% scholarship, and 25% service. 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).