

# Potter College of Arts & Letters Faculty Evaluation Form

Period Covered by Evaluation:

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Name:

Date:

Current Rank:

Department:

Appointment Date:

Tenure Review Date:

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- Refer to Digital Measures' PCAL Faculty Activity Report for period covered by evaluation for the following information: courses taught; independent studies, internships, theses; number of advisees; and alternate assignment time.
- Potter College of Arts & Letters **Criteria for Salary Increments, Continuance, Tenure, Promotion and Post-Tenure Review** may be viewed in their entirety at [http://www.wku.edu/pcal/faculty/pcal\\_faculty.php](http://www.wku.edu/pcal/faculty/pcal_faculty.php)

Faculty Member: Please initial the box to the right to acknowledge that you have read the Criteria used in this annual evaluation.

## I. Teaching and Academic Advising

Potter College uses a variety of measures in the evaluation of teaching and advising. The college does not require the use of any specific measure, but departments frequently use some or all of the following approaches: self-evaluation by the faculty member; peer review and/or direct observation by colleagues; student evaluations of faculty; unsolicited letters from students or peers provided by the faculty member; review of syllabi, tests, and other class materials. Drawing on such documentation or other appropriate evidence, faculty members must demonstrate on-going achievement in all of the criteria of teaching effectiveness listed below. Departments may add additional criteria of teaching and advising effectiveness and measure them as they deem appropriate. Consistent achievement in all areas is required for continuance, tenure, and promotion as well as salary increments.

Department heads will consider the following areas in evaluating teaching effectiveness:

- sound, extensive, and current knowledge of area of expertise, and the ability to convey it successfully to students
- superior teaching skills reflected in the quality of student work and in student learning
- excellent planning, preparation, and organization of teaching materials (prepared for class; clearly stated course objectives and assignments; well-organized presentations; challenging student assignments; good use of class time)

- effective presentation in an instructional setting (encourages student questions, comments/discussion and differing points of view; uses a variety of teaching techniques; conveys enthusiasm about the subject; communicates effectively in an instructional setting)
- the ability and willingness to experiment, to develop new instructional techniques and methods, and to revise and improve course materials
- individual initiative, academic responsibility (returning student work in a timely fashion, holding office hours, keeping appointments, meeting classes), and self-evaluation of courses (revising notes, student assignments, and test materials)
- consistent and fair methods of assigning, evaluating, and grading student work
- dependable student advising on curricular and professional matters by faculty members assigned to those responsibilities

The department head will rate each faculty member in teaching effectiveness according to the following scale:

Exceptional--superior level of performance

Excellent--high level of performance

Good--skillful performance

Needs Improvement--improved performance necessary

Deficient--extensive improvement of performance necessary

For ratings of Needs Improvement or Deficient, the department head must identify areas needing improvement and set specific goals for the faculty member during the coming year. Candidates for tenure and for promotion to associate professor or professor must achieve a ranking of at least Good (skillful performance) in teaching effectiveness. Candidates for continuance must show promise of reaching that standard by the end of the probationary period.

Summary of Teaching and Advising Effectiveness

Documentation:

Commentary:

Goals:

Rating:

## II. Scholarship

For salary increments, continuance, tenure, and promotion, faculty members must annually demonstrate that they are involved in a creative way with their discipline. Candidates for

continuance must present a viable plan for professional activity in this area. Candidates for tenure and promotion must present evidence of ongoing scholarship presented in appropriate, peer-reviewed, and professionally recognized forms.

The College recognizes that scholarship may take different forms. Scholarship may focus on new knowledge, ideas, or methods for the discipline, or it may focus on teaching and learning in the discipline. Scholarship may also be community based, addressing the problems and needs of a public beyond the campus. Scholarship may be inter-disciplinary, drawing from diverse sources. On-line scholarship that meets these standards may be considered.

As the concept of scholarship broadens beyond traditional definitions of research, the peer-review process becomes even more important in evaluating faculty work in this area. Candidates for tenure and promotion must present evidence that their work is shared with colleagues in a forum appropriate to the discipline, is reviewed by peers, and contributes to a discipline or a community. Successful grant activity related to scholarship may also constitute evidence of achievement in this area.

The College recognizes different levels of accomplishment in scholarship. For additional information about scholarship expectations for tenure and promotion, see departmental documents. Departments may add additional requirements as deemed appropriate.

Department heads will evaluate all faculty members in this area using the following scale:

- Exceptional--superior level of performance
- Excellent--high level of performance
- Good--skillful performance
- Needs Improvement--improved performance necessary
- Deficient--extensive improvement of performance necessary

For ratings of Needs Improvement or Deficient, department heads must clearly identify areas needing improvement and set goals for the coming year.

Summary of Scholarly Activity

Documentation:

Commentary:

Goals:

Rating:

### III. Service

The service responsibilities assumed by faculty members are central to the work of the university, and the college requires faculty members to have an ongoing involvement in service. The effective operation and collegial governance of the institution depend on the willing and active participation of faculty in its processes. Faculty members may provide service to their discipline or professional

organizations. They may also use their expertise to address regional issues and to support public constituencies beyond the campus in keeping with the university's commitment to serve as a regional steward. Service activities to public constituencies should be connected with the faculty member's discipline. Faculty members may assume differing service roles at various points in their career.

Faculty members are expected to participate constructively in the life of the department, the college, and the university. They are also expected to use their academic professional expertise for the benefit of off-campus constituencies and of their professional colleagues.

Department heads will evaluate all faculty members in this area using the following scale:

- Exceptional--superior level of performance
- Excellent--high level of performance
- Good--skillful performance
- Needs Improvement--improved performance necessary
- Deficient--extensive improvement of performance necessary

For ratings of Needs Improvement or Deficient, department heads must clearly identify areas needing improvement and set goals for the coming year.

Summary of Service Activities

Documentation:

Commentary:

Goals:

Rating:

#### **IV. Professional Standards**

Potter College expects faculty members to work constructively with university faculty, staff, and students and to observe the established standards of academic life. The Faculty Handbook stipulates that each faculty member must be evaluated annually on relationships with students and colleagues and on their cooperation in departmental, college, and university activities. Candidates for continuance, promotion, and tenure must receive a satisfactory rating in each area. Ratings in this category will also be a factor in salary recommendations. (Only ratings of Needs Improvement require documentation or commentary.)

1. Has constructive relationships with colleagues, works cooperatively in department, college, and university activities (i.e., initiates/accepts and carries out responsibilities); and actively supports diversity within the professional environment.

Satisfactory:

Needs Improvement:

Documentation:

Commentary:

Goals:

2. Works effectively and fairly with diverse student constituencies and observes university policies pertaining to students

Satisfactory:

Needs Improvement:

Documentation:

Commentary:

Goals:

3. Observes published professional standards of the department, the college, the university, and the discipline

Satisfactory:

Needs Improvement:

Documentation:

Commentary:

Goals:

4. Has ongoing program of professional development (i.e., membership in professional organizations, attendance at conferences, participation in workshops, seminars, or other activities designed to strengthen professional skills)

Satisfactory:

Needs Improvement:

Documentation:

Commentary:

Goals:

5. Has established professional goals for the coming year as well as longer term professional goals.

Satisfactory:

Needs Improvement:

Documentation:

Commentary:

Goals:

6. Has demonstrated contributions to university mission as outlined in its strategic plan.

Satisfactory:

Needs Improvement:

Documentation:

Commentary:

Goals:

**A faculty member's signature does not necessarily imply a concurrence with the evaluation. It merely indicates that there has been an opportunity to examine and to discuss the evaluation. A rebuttal may be attached and will become part of the evaluation.**

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Faculty Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Department Head's Signature \_\_\_\_\_ Date \_\_\_\_\_

Dean's Comments:

Dean's Signature \_\_\_\_\_

Date \_\_\_\_\_

**POST-TENURE REVIEW SUMMARY:**

The department head should explicitly address the post-tenure review goals of commending and recognizing superior performance, encouraging and facilitating improvement whenever necessary, maximizing opportunities for continuing professional development, and advancing attainment of institutional goals.

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Results of post-tenure review are satisfactory

Yes

No

Department Head's Signature \_\_\_\_\_

Date \_\_\_\_\_

Results of post-tenure review are satisfactory      Yes      No

Dean's Signature \_\_\_\_\_

Date \_\_\_\_\_

**CONTINUANCE FOR FIRST-YEAR FACULTY MEMBERS:**

Department Head recommends continuance      Yes      No

Dean recommends continuance      Yes      No