

CHHS	SONAH	Distinguished	Skilled	Baseline	Unsatisfactory
CHHS Overall criteria	SONAH Criteria: each number is one output (0 to 10 outputs)	10 outputs (3 points)	7-9 outputs (2 points)	4-6 outputs (1 point)	3 or less outputs (0 points)
<ul style="list-style-type: none"> Demonstrate mastery of subject matter that is current and up to date. Convey complex concepts with ease and appropriate depth Present material in a highly organized manner. 	<p>7. Knowledge (Subject knowledge and experience)</p> <ul style="list-style-type: none"> - demonstrates use of recent discoveries & literature in the field - demonstrates use of latest scientific/technological innovations - participates in professional activities, i.e. training programs, technical seminars, self-study programs - peer/supervisor evaluation - other exemplars <p>2. Instructional delivery (effective presentation)</p> <ul style="list-style-type: none"> - student feedback - peer/supervisor evaluation - other exemplars <p>1. Course design (systematic organization of Blackboard courses)</p> <ul style="list-style-type: none"> - peer/supervisor evaluation (syllabus) - SITE (#2) 				

<ul style="list-style-type: none"> • Convey instructions in a clear and logical manner. • Communicate learning objectives effectively. <ul style="list-style-type: none"> • Create a dynamic and interactive learning environment. • Actively engage students through challenging and innovative teaching methods. <ul style="list-style-type: none"> • Provide detailed, constructive, and timely feedback. • Design assessment methods that effectively gauge student outcomes. <ul style="list-style-type: none"> • Provide mentorship and guidance to students through regular advising. 	<p>8. Development of learning resources (rubrics, study guides, instructional material)</p> <ul style="list-style-type: none"> - rubrics - study guides - instructional material - other exemplars <p>6. Creativity (critical thinking, innovative instructional techniques)</p> <ul style="list-style-type: none"> - peer/supervisor evaluation - personal reflection of methods of instruction (assignments, demonstrations, computer-assisted instruction, audiovisual materials, simulations, games, etc.) - SITE (# 5, #10, # 11) - other exemplars <p>3. Assessment procedures (assignments and tests)</p> <ul style="list-style-type: none"> - personal reflection about grading practices, clinical lab performance, rubrics - course appraisals - SITE evaluation (#4, #6) and student comments - other exemplars <p>Number of students advised:</p>				
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	<p>4. SITE evaluation (item #7)</p> <ul style="list-style-type: none"> - provide data (faculty/college/department mean) for each course taught during the academic year; include 2-3 representative student comments; respond to negative items as needed <p>5. Student Performance</p> <ul style="list-style-type: none"> - departmental, standardized exams - other exemplars <p>9. Instructional development (continuing education related to teaching)</p> <ul style="list-style-type: none"> - CITL workshops - other professional development activities/workshops - CNE, initial or renewal - other certifications related to teaching, initial or renewal <p>10. Positive Peer evaluation (Program, departmental, college, university)</p> <ul style="list-style-type: none"> - results and reflection on peer evaluation 				
<p>Department Chair Comment/Evaluation/Suggestion</p>					

Research		Distinguished	Skilled	Baseline	Unsatisfactory
CHHS Overall criteria	SONAH Criteria: each number is one output (0-2+ outputs)	2+ outputs (3 points)	1 output (2 points)	Actively working on research (1 point)	Not working on research (0 points)
<ul style="list-style-type: none"> • Exhibit originality and innovative insights that generate new knowledge and/or understanding. • Make an outstanding and transformative contribution to their field. • Produce findings that have potential to shape future scholarly directions. • Seek funding for impactful scholarship. • Seek interdisciplinary opportunities and/or involvement of students in projects. • Include tangible application and/or contributions 	<ol style="list-style-type: none"> 1. Publication(s) - citation(s) 2. Scholarly activity (peer reviewed presentations, manuscript submission, IRB submission) - describe activities during the year 3. Grants (applied, funded) - title, role (PI, co-PI, etc.) 				

addressing real-world challenges					
Department Chair Comment/Evaluation/Suggestions					
Service		Distinguished	Skilled	Baseline	Unsatisfactory
CHHS Overall Criteria	SONAH Criteria: each number is one output (0-4+ outputs)	4-4+ outputs (3 points)	3 outputs (2 points)	1-2 outputs (1 point)	0 outputs (0 points)
<ul style="list-style-type: none"> Go above and beyond in contributions to the department/school, college, WKU and/or community and/or profession. Serve as a role model for colleagues in service leadership and dedication. Provide service contributions that have a transformative impact on the department, college and/or institution. 	<ol style="list-style-type: none"> University College Department Professional Community 				

<ul style="list-style-type: none"> • Collaborate with colleagues and vested partners, fostering strong connections and teamwork. • Demonstrate leadership in mobilizing resources and coordinating efforts for impactful service projects. 	<p>*Additional points for leadership roles and responsibilities</p>				
<p>Department Chair Comment/Evaluation/Suggestion</p>					
<p>Professionalism</p>					
<p>CHHS Overall criteria</p>	<p>SONAH Criteria</p>	<p>Satisfactory</p>		<p>Unsatisfactory</p>	
<p>A faculty member behaves professionally by adhering to department, college, University, and professional organization standards. Professional behavior includes</p>	<p>1. Maintains professional conduct 2. Effective collaboration and collegiality 3. Contributes to a positive work environment</p>				

<p>timely completion of departmental, college and University tasks; ethical conduct in matters of instruction, research, and finances; and the maintenance of civil and respectful relationships with students and colleagues.</p> <p>Standards to which faculty are expected to adhere are more specifically identified here:</p> <ol style="list-style-type: none"> 1. WKU Faculty Handbook Section II.D., Professional Conduct 2. WKU Standards of Conduct, Policy 4.8 3. WKU departmental/college standards, as adopted through shared governance; and Professional organization standards, if applicable. 			
<p>Department Chair Comment/Evaluation/Suggestions</p>			

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Other Comments (including continuing professional development and individual goals)

Post-tenure Review
The post-tenure review process at WKU is built upon the annual evaluation process. The department chair/director 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. Post-tenure contributions may be viewed through a three-year window of time.

Department Chair
Comment/Evaluation/Plans for Improvement

Overall	Satisfactory	Unsatisfactory
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