

Tenure & Promotion: *YOUR Scholarly Expedition*

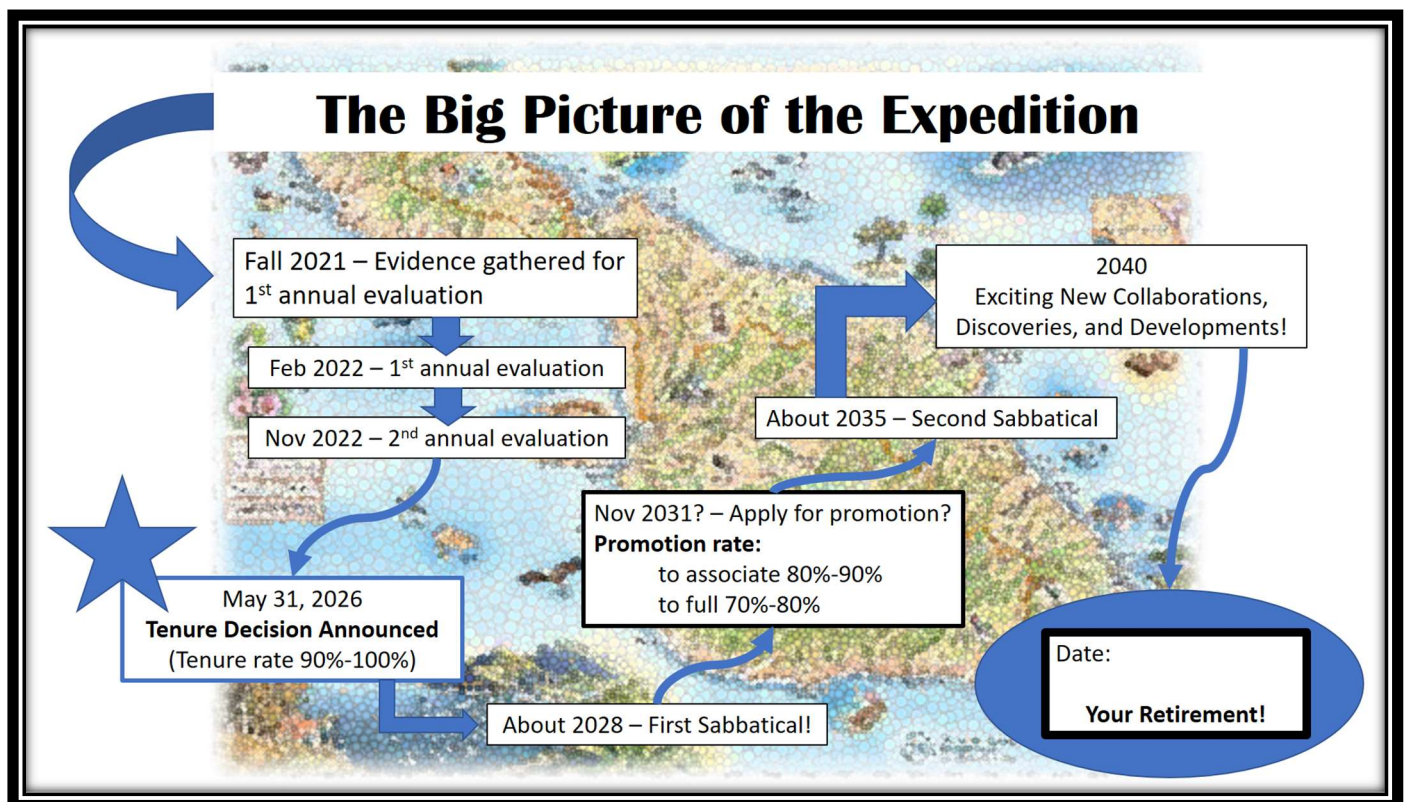
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Understanding WCU Values Around Faculty Evaluation

- Hire people we think can have a successful career at WCU
- Give them resources and support, groom them for success
- Identify problems early and work to overcome them, problems are a symptom of undertaking a challenge – something worthwhile
- Evidence-based evaluation: Document the evidence used for evaluation and allow for rebuttals at every stage in the case of a dispute over evidence
- Protect faculty from mistakes made by their colleagues (e.g. failure to submit a form on time)

You are on the adventure of a lifetime!

YOUR own scholarly expedition



Thinking About Evaluation During Covid-19

1. Our evaluation process is flexible. It can handle missing data points or outliers, so long as you explain them.
2. People will be understanding, if you explain what is going on. Everyone understands that nothing about teaching, learning, time-management, or life in general is “business as usual.” New faculty are in the same boat.
3. Collect all the evidence you can about your performance, whether or not it is ultimately used in your portfolio (there is some talk about waiving/changing the requirements for evaluation, a union issue that may change mid-semester depending on what Covid-19 does)
 - a. Have colleagues and your chair observe your classes and write up their observations.
 - b. Encourage students to complete the SRIS student evaluations at the end of the term.
 - c. Take a “straw poll” mid semester with your students. Try to address their concerns or at least listen.
 - d. Keep a teaching journal about how things are going, how students responded or did on assessments, attendance, office hours use, and be reflective – how could you change the situation for the better? Write down what you did and how it worked.
4. It is completely acceptable (almost to be expected) that your first semester/year performance is more of a struggle and you improve over time. Have reasonable expectations of yourself.
5. At the first sign of problems talk to someone. Make sure that people know what is going on, they may be able to help you or if not, they can validate your claim that you had a problem.

Notes About Student Evaluations (SRIS)

- NOTE: If for some reason we finish the semester online, the union will need to make an agreement with the Provost about how the class will be evaluated. Most likely, a short, online version of the current form will be used and emailed to students before the end of the semester.
- Online courses are evaluated using an online form that students are emailed a link to during a particular window of the semester (depends on how long the course is which 2 weeks are used).
- You should receive an email warning of when the evaluations will be conducted – ask your chair when this will occur and plan for it.
- You should look over the questions that will be asked of students on the SRIS form at the end of the semester. It may not be clear to students what are reasonable expectations are in your discipline/course for grading turn-around, etc. You should clearly address these things during your course so that expectations are not too diverse.
- You should remind students to fill out the forms. You will get a note at the end of week 1 telling you what percentage of the class has filled them out. Unless you let students know how important these are, it is likely that there will be a low response rate, or a skewed response.
- You will not receive information about the students’ evaluations until well after grades are posted. If there are fewer than 5 students or it would be easy to identify students then the results may not be computed or it may only be available in aggregate.

How to Locate the Rules/Criteria for Evaluation at WCU (4 documents)

1. Your **“Statement of Expectations”** are the criteria you individually are accountable for. This document can be re-negotiated with your dean after year 3 and should be altered when there are major changes in your job tasks, but not for smaller changes. You should have signed this before arriving at WCU.
2. The Department’s **“Teacher/Scholar Model”** should explain to outsiders what is important to your colleagues in the department. If your colleagues are on record saying they value (or don’t value) certain things, pay attention to that as you chart your course. This document will be important later when you try and explain to people from other disciplines what is important in your field. Your department chair should give this to you.
3. West Chester University’s **“Tenure Policy”** and **“Promotion Policy”** provide specific requirements and procedures for our institution. What goes into your tenure portfolio is detailed here, the exact deadlines for applying for tenure are located here. The University-wide model for tenure and promotion is also available here. This is available on the Provost’s website: <https://www.wcupa.edu/admin/provost/> The Provost page also provides information on who is a member of the current Tenure & Promotion Committee (TeP).

4. The PA State System “**Collective Bargaining Agreement**” (CBA) is the strongest legal document, but contains information for all 14 schools and all possible disciplines – so there is a lot that is not applicable to you. Relevant articles: 12 Evaluation, 14 Renewals/non-renewals, 15 Tenure, 16 Promotions.

Important Evaluation Deadlines

Year 1 Evaluation (Article 12 in your CBA) ****For most this will be an ORAL evaluation, it’s new to us****

**For each written evaluation, you should have the opportunity to speak with the evaluator about their evaluation after they have completed it and before they have forwarded it on. Once their evaluation is submitted, you have a small window to submit a rebuttal that will be attached to the evaluation for all subsequent evaluators to see (rebuttal is optional).*

November 15, 2021	Department chair, Evaluation Committee Chair, or probationary faculty member may request a formal (written) evaluation process
January 2022	Submit materials to your Dept. Evaluation Committee. Discuss their evaluation with them in a face-to-face meeting before January 30.
January 30, 2022	Dept. Eval Committee submits recommendation for renewal to chair/Dean. (This occurs on a Sunday, so we give the committee until January 31)
Late Jan-Early Feb 2022	Meet with your Dept. Chair to discuss the Eval Committee recommendation and your year 1 materials before February 7.
February 7, 2021	Dept. Chair submits year 1 recommendation for renewal to the dean.
February 2021	If using written evaluation, receive draft version of Dean’s Year 1 recommendation. You have the option to meet with the dean before it is finalized. **If using oral evaluation, it’s a good idea to meet with your dean before the end of February just to let them know how you’re doing**
February 28, 2021	If using written evaluation, dean submits year 1 recommendation for renewal to the Provost.
April 1, 2021	President notifies first-year faculty of renewal for 2019-2020. [CBA Article 14]

Note: Dates are different if you started your tenure-track position in January.

Year 2 Evaluation (Article 12 in your CBA)

**All documentation that you have collected since Day 1 of employment should be included in this evaluation.*

October 2022	Submit materials to your Dept. Evaluation Committee. Discuss their evaluation with them in a face-to-face meeting.
November 1, 2022	Dept. Eval Committee submits Year 2 recommendation for renewal to chair/Dean
First week Nov 2022	Meet with your Dept. Chair to discuss the Eval Committee recommendation and your year 2 materials prior to the Chair finalizing evaluation.
November 8, 2022	Dept. Chair submits year 2 recommendation for renewal to the dean.
December 2022	Receive draft version of Dean’s Year 2 recommendation. You have the option to meet with the dean before it is finalized.
December 15, 2022	Dean submits year 2 recommendation for renewal to the Provost.
January 30, 2023	President notifies probationary faculty of renewal for 2023-24.

- Evaluations for Years 3-4 use the same Nov-Dec-January dates and cover the period since the last annual evaluation. There is no annual evaluation in year 5, only the evaluation for tenure, and possibly promotion.
- Since you are not under a tenure-track continuing contract for the summer or winter sessions you are not obligated to include any work done during these sessions in your evaluation materials. You may voluntarily include them.
- Materials to be included for evaluation are spelled out in the Collective Bargaining Agreement (CBA) in Article 12, on pages 30-31. Dates for evaluation are found in the CBA mainly but once you begin applying for tenure, the local tenure policy and promotion policy provide more detail and shift some of the dates earlier than those listed in the CBA.

The University-Wide Model

Excerpted from the WCU Tenure & Promotion Policies (2020) on pp. 16-18; available from the Provost's website. For tenure your portfolio is evaluated against the paragraph of the rank you currently hold. For promotion, your portfolio is re-evaluated against the paragraph of the rank to which you aspire. The two decisions are separated, but you can apply for them at the same time (or not).

D. Criteria by Rank

Instructor

Instructors must demonstrate substantive contributions to the West Chester University academic community. The Instructor's first priority is to teach assigned courses and/or execute assigned duties within their defined area of expertise. Teaching and advising effectiveness or competence in the primary assignment for their defined area of expertise must be established commensurate with experience. Instructors demonstrate that they continue to build their teaching ability through attending professional development workshops (or other experiences) and producing tangible outcomes of such opportunities. Instructors must demonstrate that they are keeping current with their area of expertise through attending conferences, participation in educational opportunities including short courses, workshops, continuing education, graduate coursework, or other means appropriate to their discipline. They must demonstrate an increasing degree of participation in professional venues by active participation as a presenter, respondent, panelist, consultant, or other featured role. Instructors must demonstrate to their department that they can be relied on to contribute to the functioning of the department. Their work should be competent and professional.

Assistant Professor

Assistant Professors must demonstrate that they have the potential for a successful career in academia. Teaching and advising effectiveness or competence in the primary assignment must be established commensurate with experience. The Assistant Professor teaches assigned courses or performs assigned duties, shows sound professional judgment, performs advising duties (if assigned), and performs professional responsibilities in a competent manner. Assistant Professors must demonstrate that they are beginning to build the foundation for a record of continued scholarship, research, or other creative activities. Tangible scholarly products such as refereed publications; regional or national conference presentations, exhibits, or performances; and/or successful internal or external grant awards or high-quality, unfunded peer reviewed grant applications submitted to sponsors that give significant feedback and that are listed as significant in the applicant's Statement of Expectations and/or Department Teacher-Scholar Model must be part of this foundation. Assistant Professors are expected to perform service primarily at the departmental level in a competent and professional manner, though service at other levels (college or university) may be appropriate.

Associate Professor

Associate Professors must demonstrate that they have established the foundation for a successful career. The Associate Professor must demonstrate the ability to go beyond teaching effectively or performing the primary assignment in a competent fashion by demonstrating improvements in their primary responsibilities. This may be evidenced through the introduction of new materials, techniques, or programs; student mentorship; or excellence in advising (if applicable). There should be no evidence of significant weakness or areas of repeated concern in the performance of teaching or primary assignment. Associate Professors must show a tangible record of scholarship, research, or other creative activity evidenced by steady growth and productivity including scholarly, peer-reviewed products, and an established presence within their discipline. The record must demonstrate enough continuity, of sufficient quality, to suggest increased or at least continued productivity in the future. Associate Professors must demonstrate that they can be relied on for critical service activities at the department, College, and University levels.

Full Professor

Full Professors must demonstrate continuous and substantial contributions to the University and their discipline through time. Full Professors must demonstrate a sustained and solid commitment to teaching and advising (if applicable) or the performance of the primary assignment. They should have assumed a leadership role in program improvement and/or improving the delivery of education to students. Again, there should be no evidence of significant weakness or areas of repeated concern in the performance of teaching or primary assignment. They can be relied on to provide guidance for junior faculty and help to improve the overall quality of teaching at the institution. Full Professors should have a steady and significant record of tangible, productive scholarship or creative activity including peer reviewed works and displayed leadership within their discipline via such activities as service on committees of professional organizations; providing reviews for scholarly journals, granting agencies, or creative works; and/or invitations for speaking engagements. In exceptional cases, a long-term, substantial contribution in service to the university or the discipline may be recognized as partial replacement for a significant body of peer-reviewed work. Full Professors must have assumed a leadership role and/or made exceptional contribution in some area of service at the University level and/or exceptional or sustained professional activities with significant academic or professional organizations valued by the department as stated in the faculty member's statement of Expectations and/or the Department's Teacher-Scholar Model.

Year 1 To Do List

1. *Create new Vita, only WCU work*
2. *Talk to your Department Chair:*
 - a. *Who is my Dept. Eval Committee?*
 - b. *I need a copy of our Dept. Teacher-Scholar model*
 - c. *Does our department use a special form for peer evaluation?*
 - d. *What appropriate service opportunities should I be doing? (don't overextend yourself!)*
3. *Teaching (or primary assignment) observed by 2 faculty peers and Dept. chair in first semester. Showcase your classroom repertoire at its broadest.*
4. *Collect informal feedback on courses from students (You won't get formal feedback in time to make changes for next semester).*
5. *Make sure SRIS (formal student feedback) are administered in your courses.*
6. *Grades due on Tuesday after exam week (usually by 3 pm)*
7. *Year 1 Evaluation starts mid-January. During break put a packet together for your Dept. Eval Committee. (Don't wait for them to approach you!)*
8. *During Spring, make sure 2 peers observe your teaching; make sure SRIS are collected in all classes.*
9. *Plan new service activities for next Fall, many elections are in March-April*
10. *Revisit what you are doing. DON'T overextend yourself. Pace yourself.*
11. *During summer, organize evidence from previous year, put together packet*