



College of Education and Professional Studies

Professional Record Guidelines & Faculty Performance Standards for Reappointment, Tenure, Promotion, Post Tenure Review

College of Education and Professional Studies
Faculty Performance Standards
For Reappointment, Tenure, Promotion, and Post-Tenure Review

College of Education and Professional Studies faculty members contribute to the mission of the college in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and CEPS recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship and service. Faculty work is guided by the missions of the University and CEPS, professional standards in ones expertise field, and University and specific program accreditation standards.

Additionally, Section 22.4 of the CWU/UFC 2013-2017 CBA states, *“The Professional Record shall be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete at the time of submission to the dean. Professional Records will contain a current CV, workload plans, annual faculty activities reports, performance evaluations, SEOIs, evaluation letters from prior evaluation periods, and any additional materials required by departments. Other material reflective of a faculty member’s teaching, scholarship, or service may be included at the faculty member’s discretion (e.g., peer evaluation letters, copies of papers/abstracts).”*

The professional record is submitted to the department chair in compliance with Section 22.6.1 of the CWU/UFC CBA, which states that, “Candidates for any one of these processes [reappointment, promotion, tenure, and post-tenure review] must submit an updated, complete Professional Record, to the department chair, according to the dates specified by the academic calendar. The file will be considered a working file while under review by the department. Updated information on the change in status of any listed item or activity may be forwarded to the chair for inclusion in the file.”

The College of Education and Professional Studies criteria for faculty performance is presented in the following sections of this document. Department criteria for faculty performance will align with the disciplinary standards for the department and with the University and CEPS criteria and standards (CBA Article 22). Department criteria may require a higher (but not lower) standard than CEPS. In the case that a department standard is higher than CEPS, these department standards become the minimum criteria by which these department faculty will be evaluated.

The CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review (PTR) complies with the university performance standards in that the accumulated record from the last promotion is reviewed. In order to quantify *sustained contributions* and *sustained professional activities* and ensure consistency across programs and departments, the CEPS scholarship policy for Reappointment, Promotion, and Tenure requires that faculty members achieve a minimum of 5 items during the most recent five-year period: at least 2 from Category A and 3 from Category A or B. Category A and B items are defined in this document. Further, at least one item from category A must be a peer-reviewed publication in a professional journal related to one’s teaching assignment at CWU.

The **CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review** policy (located at <http://www.cwu.edu/education-professional-studies/info-faculty-staff>) requires documentation of the following:

- (a) Effective performance in teaching, with demonstrated respect from faculty colleagues, administrators, and students. Evidence for teaching includes substantial evidence that the faculty member makes ongoing enhancements of his or her courses and instruction, stays up-to-date in the field and the pedagogy related to the specific field, makes substantive positive contributions to and enhances programmatic quality, and positively contributes to University, CEPS, CTL (if applicable), and program accreditation work. The faculty member also uses multiple assessment strategies to assess and promote student learning. Performance well exceeds the minimum requirements.
- (b) Effective performance in scholarship, with an accumulated record of peer-reviewed publications or juried exhibitions/performances, and substantive scholarly contributions to the profession. Excellence in scholarship demonstrates that the faculty member well exceeds the minimum university and college criteria.
- (c) Effective performance in service, with a record of substantive, sustained positive contributions to the University and CEPS, as well as to one's profession and the community. Excellence in service exceeds the minimum requirements.

Reappointment Criteria

Section 22.2.1 of the CBA (2013-2017) states, "*Probationary tenure-track faculty shall be evaluated during the second (2nd), fourth (4th), and sixth (6th) years of their probationary period. A third (3rd) or fifth (5th) year evaluation may be requested by the department personnel committee, the department chair, the college personnel committee, or the dean if a faculty member's performance is judged to be substandard or deficient in the second (2nd) or fourth (4th) year review cycle. In exceptional circumstances, a first (1st) year evaluation (to be done in winter or spring quarter) may be requested by the department personnel committee, the department chair, or the dean. Any time an evaluation is judged to be substandard or deficient; the faculty member shall meet with their chair and department personnel committee and develop a plan for rectifying any noted issues. Evaluation for reappointment shall occur during fall quarter as established in the Academic Calendar.*"

Tenure and/or Promotion in Rank

To achieve tenure, which is the right to continuous appointment at the university, and promotion, the faculty member will establish a positive and cumulative performance record in teaching, scholarship, and service.

Only tenure-track faculty who are appointed to the academic rank of assistant professor or higher are eligible for tenure. Eligible faculty members will stand for tenure no later than the sixth (6th) year of full-time employment with the University. Extensions may be approved by the Provost for reasons such as major illness, extenuating circumstances, or situations, which require a faculty member's extended absence from full-time service (CBA 22.3.1).

A positive tenure decision is based upon faculty performance in meeting the criteria established by the department, college, and university. Tenure is awarded when effective performance is demonstrated in teaching, scholarship, and service. In addition, various levels of evaluation

indicate that the faculty member's performance in the three areas will continue in the individual's on going career at Central Washington University. The expectation is that the faculty member will continuously contribute to and comply with the missions of the University, Academic and Student Life, and CEPS. The University, Academic and Student Life, and CEPS will support and recognize the faculty member's professional work where there is mutual benefit.

Tenure and Promotion to Associate Professor

Both tenure and promotion to associate professor require that the faculty member demonstrate a positive performance record of: (a) effective teaching; (b) an established scholarship record that includes peer-reviewed publications; and (c) significant service to the university, engagement with one's professional organizations, and increasing professional contributions to the community.

Early Tenure and Promotion

Section 22.3.3 of the CWU/UFC CBA states, "A faculty member may, when circumstances make it justifiable, be considered eligible for tenure prior to the expiration of a six (6) year probationary period with the University under the following situations:

- (a) Faculty members appointed to the academic rank of assistant professor or higher may serve a probationary period of at least four (4) years if, at the time of appointment, they have completed at least two (2) years of appropriate professional activities as recommended by the Dean and approved by the Provost. Any period of prior service must be specified in the initial appointment letter. The tenure decision will be based on performance at Central Washington University during the probationary period.
- (b) Faculty who demonstrate exceptional achievements in all three elements of professional responsibility (teaching, scholarship/creative activities and service) may be considered for tenure and promotion [to associate professor] as early as the fourth (4th) year of a six (6) year probationary period, or the third (3rd) year of a four (4) year probationary period, if supported by the department chair and department personnel committee in consultation with the Dean. Faculty may only pursue early tenure and promotion once pursuant to this subsection. In the event that a faculty member is not granted early tenure and promotion, he/she will be considered for tenure and promotion again at the conclusion of his/her probationary period. Refusal to consider or award early promotion and tenure may not be appealed through the grievance procedure or any other review procedures established in this Agreement."

Promotion to Professor

Promotion to the rank of Professor is aligned with Section 22.3.4 the CBA (2013-2017), which states, "*Faculty who demonstrate excellent performance in all three (3) elements of professional responsibility (teaching scholarship/creative activities and service) may be considered for promotion to full professor in their fifth (5th) year in rank as an associate professor at Central Washington University.*" The CEPS promotion policy is also aligned with the university performance standards (updated March 2014), which state (emphasis added):

"Promotion to the rank of Professor recognizes excellent teaching that commands the respect of the faculty and students; an **accumulated record** of superior peer-reviewed scholarship since the previous promotion; and **sustained contributions** to university life,

and increasing service to professional organizations and/or the community” (<http://www.cwu.edu/hr/faculty> click on Faculty Review Standards).

Post-Tenure Review (PTR)

Post-tenure review assesses the faculty member’s sustained level of performance that is expected at his/her rank in teaching, scholarship, and service. The faculty member’s work must reflect the University, Academic and Student Life, and CEPS missions, as well as the University, CEPS, and program accreditation standards. For PTR, performance in the three areas of professional responsibility is typically expected unless otherwise outlined in accumulated workload plans. Tenured faculty will be reviewed every five years. To meet the scholarship standard for CEPS, tenured faculty members are expected to complete at least four items from Category A or B during the previous five year review period, unless otherwise outlined in the approved accumulated workload plans.

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, “*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **OR** to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*” Section 16.6.2 states, “*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **AND** to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*”

Excellence for PTR is defined as evidence of the following occurring in the previous five years:

- 1) **Teaching**: Self-reflection based on feedback from SEOI’s and peer observations that discusses what the faculty member has specifically done in courses to move toward “excellence;” class averages for at least 50% of SEOI’s for all courses taught during the evaluation period are 4.0 or higher; a minimum of one observation per year that is completed by at least 3 different people; and, other evidence, such as state, national, international external recognition awards (ex. Professor of the Year), syllabi that are complete (according to university requirements) and detailed, and evidence the faculty member has shared his/her teaching expertise with others.
- 2) **Scholarship**: Minimum of eight scholarship activities with at least two Category A’s
- 3) **Service**: Consistently on three or more committees at the University, College, and/or Department levels **AND** developed and sustained at least one professional partnership within the community for three of the last five years or served on one state or national professional board or committee.

Department Chairs

Section 16.6.3 of the CBA (2013-2017 states, “*Those chairs who are judged at the conclusion of their Post-TR review to be excellent in chairpersonship will receive a three percent (3.0%) increase in their base salary. Chairs who are full professors will also be eligible for the merit increases described paragraphs (a) and (b) above as follows: an additional three percent (3%) increase (for a total of 6%) for those chairs judged to be excellent in either teaching or scholarship in addition to their excellence as a chair; an additional five percent (5%) increase (for a total of 8%) for those chairs judged to be excellent in teaching and scholarship in addition to their excellence as a chair.*” Department faculty and staff and the dean will evaluate

department chairs on ten responsibilities, nine of which are identified in section 12.4 of the CBA (rubric is included in this document).

Workload

Section 15.5.2 of the CBA (2013-2017) states, “*Workload components of individual faculty within a department may vary from quarter to quarter and/or academic year to academic year to permit variations in emphasis across teaching, scholarship, and service.*” This means that, in collaboration with an individual’s department chair and approval by the dean, a faculty member can opt to not include scholarly activities in his/her workload plan and to do more teaching and/or service. This option should only be used by full professors since scholarly activities are expected for reappointment, promotion, and tenure.

Additionally, with administrative approval, a provision may be included in the area of scholarly activities for full professors who have been moved to a new department unrelated to that in which they were hired and tenured. This provision will allow for course preparation and general research (not leading to a product) to be included in the teaching portion of an individual’s work plan.

Further, section 15.5.3 of the CBA (2013-2017) states, “*Faculty workload shall be determined with the expectation that tenure and tenure-track faculty will have the opportunity to meet the established criteria for reappointment, promotion, tenure, and post-tenure review. Tenure-track faculty will be provided a minimum of six (6) workload units of scholarship per year. Any exceptions to this requirement must be approved by the faculty member, the chair, and the Dean and recorded, along with an explanation for the exception, in the faculty member’s workload plan.*” Tenure-track faculty are to receive six (6) workloads of scholarship each year.

CEPS Personnel Committee:

- Use this document to objectively check areas of teaching, scholarship, and service
- Compare evidence to the CEPS standard and verify evidence meets CEPS standards
- Provide concurrence, when appropriate, for Reappointment, Tenure, Promotion, and Post-Tenure Review

Performance Criteria:

- The following College of Education and Professional Studies criteria for Teaching, Scholarship, and Service are the minimum Faculty Performance Standards.

TEACHING EVALUATION STANDARDS

Introduction

We believe that the Teacher-Scholar is critical to our mission, which is:

To prepare competent professional and enlightened leaders who will contribute to and influence their respective professions; professionals and leaders who will commit themselves to socially responsible citizenship in a diverse global society.

The Teacher-Scholar embraces the construct that quality teaching, curriculum development and delivery, and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.

Preamble

Teaching is a noble enterprise in that we prepare students for life beyond the university. Teaching encompasses our content and engages students in investigation, problem resolution, critical thinking, information literacy, diversity of knowledge and thought, and responsible citizenship. When students learn with enthusiasm and are enticed by our teaching, the faculty member's work in discovery, integration, and application is significant and far-reaching.

Reappointment, Tenure, Promotion and Post-Tenure Review

Objective consideration of teaching will be minimally based on the following:

1. Self-reflective and self-evaluative statement
2. Syllabi that contain required elements and meet university criteria
3. Peer observation that include quantitative and/or qualitative measures
4. Student Evaluations of Instruction (SEOI)

Additional evidence can be provided, such as:

1. Supervisor observation/evaluation
2. Formal professional development activities related to pedagogy
3. Student feedback
4. Other measures appropriate to the content area

Post Tenure-Review

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **OR** to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*" Section 16.6.2 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **AND** to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*"

To meet the standard for merit salary increases, excellence in teaching includes:

- 1) Self-reflection based on feedback from SEOI's and peer observations that discusses what the faculty member has specifically done in courses to move toward "excellence";

- 2) Class averages for at least 50% of SEOI's for all courses taught during the evaluation period are 4.0 or higher;
- 3) Minimum of one observation per year; during the review period, observations completed by at least 3 different people; and,
- 4) Other evidence, such as state, national, international external recognition awards (ex. Professor of the Year), syllabi that are complete (according to university requirements) and detailed, and evidence the faculty member has shared his/her teaching expertise with others.

SCHOLARSHIP EVALUATION STANDARDS

Introduction

We believe that the Teacher/Scholar balance is adaptable to our scholarly activities and pursuits.

Preamble

Scholarship encompasses a broad range of study, has deliberate focus, and makes a contribution in a field or related field, as well as to our students. The scholarly contribution is measurable and accessible.

Dissemination of Scholarship

Scholarship is characterized by external peer review and dissemination outside the university. Section 15.3.1(c) of the Collective Bargaining Agreement speaks to scholarship and states, "...all professional activities leading to publication, performance, or formal presentation in the faculty member's field, or leading to external funding recognizing the faculty member's current or potential contribution to his/her field. Such activities include: manuscript submission, grant proposal submission; supervision of externally funded research projects; development of patentable inventions; and other original contributions, performances, exhibitions, or concerts appropriate to the faculty member's field."

Certain scholarship dissemination methods listed below may be more highly valued than others. The categories are ranked in order of relative significance (beginning with the most important) in the consideration for reappointment, tenure, and promotion. A teacher/scholar is encouraged to demonstrate scholarship dissemination in a variety of categories.

Qualitative Assessment of Scholarship

Qualitative assessments include:

- Dissemination medium: print, presentation, electronic, other;
- Review process: peer; non-peer; invited; and
- Audience: international/national; regional/state; local (generally considered service; if the teacher/scholar considers the local audience dissemination as scholarship, he/ she must provide a rationale to the departmental personnel committee for approval).

Categories of Dissemination

- Publications (books, monographs, book chapters, peer-reviewed journals, non-peer-reviewed journals, technical reports) [may include traditional print media, electronic media, other means as noted above under Dissemination of Scholarship]
- Presentations (international, national, regional, state, local professional conferences)
Curriculum products for K-12 school districts and/or local/state/national curriculum development
- External Funding
- Creative Endeavors

Scholarship Activities

Category A includes discipline-recognized products that are formally peer-reviewed and disseminated outside the university.

1. Refereed professional journal articles
2. Research monographs
3. Refereed scholarly books and chapters
4. Refereed textbooks
5. Juried exhibitions and performances
6. Published, peer-reviewed conference articles and proceedings.
7. Other peer refereed works may be considered by individual departments such as, such as:
 - Funded large-scale (monetary, national organization, and/or complexity of application), peer-reviewed external grant from a major agency, (e.g. NSF, NIH, DOE, ILMS, NEH, NEA) if the faculty member is the principal investigator, the co-investigator, or co-principal investigator
 - State/national adopted curricula
 - State/national adopted accreditation standards
 - Peer reviewed software applications
 - Editor of peer reviewed journal
 - Editor of a book

Category B or other categories specified by the departments, include formal activities that lead to or support Category A products or scholarly contributions.

1. Regional, national, or international peer-reviewed conference proceedings
2. Proposal submission for large scale, peer-reviewed external grant (for the principle or co-investigator).
3. Funded smaller-scale (monetary, national organization, and/or complexity of application), peer-reviewed external grant from a major agency, (e.g. NSF, NIH, DOE, ILMS, NEH, NEA) that are underway and results have proceeded to accumulate and the faculty member is the principal investigator, the co-investigator, or co-principal investigator.
4. Other grants and contracts (for the principle or co-investigator) that are underway and results have proceeded to accumulate
5. Publicly available research and technical papers and reports
6. Conference presentations (international, national, regional, state, local)
7. Textbook chapters
8. Externally published study guides that have a process for external review
9. Published book reviews
10. Encyclopedia entries
11. Contract reports
12. Other works may be considered by individual departments, such as:
 - Manuscript available through National Clearinghouse (e.g., ERIC or other electronic publications that are peer-reviewed)
 - Large-scale peer-reviewed external grants that are not funded (only one accepted as a Category B per review cycle).
 - Editor of book or special issue of journal
 - Book/magazine article for juvenile audience
 - Instructional/professional software
 - Editor of published conference proceedings
 - Reviewer/discussant/chair conference symposium
 - Editorially reviewed publications

- CEPS Symposium, SOURCE, or other university-wide research dissemination events
- Major technical reports (grant-related reports, accreditation self-studies, etc.)
- Other peer reviewed works

Reappointment, Promotion, and Tenure

During the most recent five-year period, faculty members are expected to achieve a minimum of 5 items: at least 2 from Category A above and 3 from Category A or B. At least one item from category A must be a peer-reviewed publication in a professional journal related to one's teaching assignment at CWU. Department criteria may require additional items.

Post Tenure-Review.

Beginning with the most recent substantive review (tenure, promotion, and post tenure review), tenured faculty will be reviewed every five years. To meet the PTR scholarship standard, tenured faculty will produce at least four items from Category A or B during the previous five year review period, unless otherwise outlined in the approved accumulated workload plans. Scholarship standards for PTR will compare workload plans to accomplishments.

To be considered *excellent*, professors are expected to complete a minimum of eight scholarship activities with at least two Category A's.

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **OR** to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*"

Section 16.6.2 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **AND** to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*"

SERVICE EVALUATION STANDARDS

Introduction

Service includes faculty contributions to the public, the university, and the profession (UFC/CWU, CBA, Section 14.3.3), as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department's missions and goals. In most cases, service should be directly related to a faculty member's teaching assignment and scholarship interests. See Appendix A of the CBA for greater detail of service expectations.

Preamble

Service focuses on the application of one's expertise. Faculty service is intended to promote collaboration and collegiality in the development of new approaches and policy, new ways to apply established approaches, and enhance the shared governance of the institution. The hallmark of service lies in opportunities to contribute to students, colleagues, academic department, college, university, community-based groups, and professional societies and organizations.

Merits of Service

Faculty service contributes academic and professional expertise and effort to the university community, profession of scholars and to the citizenry. Section 15.3.2 of the Collective Bargaining Agreement speaks to public, university, and professional service. Samples of service include service to the department, college, university, profession, and community and involving service to/with students, colleagues, communities, and professional societies.

Post Tenure-Review.

For service, tenured faculty are expected to serve at the university, college, and/or department levels.

To be considered *excellent*, professors are to serve consistently on three or more committees at the University, College, and/or Department levels **AND** have develop and sustained at least one professional partnership within the community for three of the last five years or served on one state or national professional board or committee.

Section 16.6 of the CBA identifies merit salary increases possible for full-professors effective with post-tenure reviews. Section 16.6.1 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **OR** to have excelled in scholarship/creative activity will receive a three percent (3.0%) increase in their base salary.*"

Section 16.6.2 states, "*Those full professors who are judged at the conclusion of their Post-TR review to be excellent teachers **AND** to have excelled in either their scholarship/creative activity or service responsibilities will receive a five percent (5.0%) increase in their base salary.*"

Reappointment/Tenure/Promotion

Place the following coversheet at the front of Dossier Part 1.

Identify tabs in each portion of the dossier using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab.

College of Education and Professional Studies
Reappointment/Tenure/Promotion Professional Record Coversheet

Candidate _____ Rank _____
Department _____ Years in Rank _____
Date of last CWU promotion _____ First quarter of tenure-track at CWU _____

This application is for: Reappointment, Promotion, or Tenure

Your promotion and tenure materials must be in the following order in your dossier. Check off each item included. When you submit your dossier to the Department Chair, ask the Chair to sign at the bottom of this form. Make a copy of this form with the Department Chair's signature to retain for your files.

Organization. Identify tabs in each portion of your dossier using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab.

Dossier Part 1

- Tab 1. This coversheet
- Tab 2. Copy of original signed contract letter (letter of hire)
- Tab 3. Current vita
- Tab 4. Current Activities Report (Professional Service Record) for this review period
- Tab 5. Chair recommendation letter
- Tab 6. Department personnel committee recommendation letter
- Tab 7. Recommendation letters or ballots from individual faculty members
- Tab 8. Copies of recommendation letters from Chair, personnel committee, and Dean from all prior reviews
- Tab 9. Copies of Workload Plans and Annual Activities Reports from all prior years

In the front of the dossier, include a copy of the current departmental Tenure and Promotion guidelines.

Dossier Part 2

- Tab 10. Material documenting teaching effectiveness (must include SEOI summary sheets for all classes taught since last review)
- Tab 11. Scholarship (research and creative activity) documentation in the following order:
- Tab 12. Service documentation in the following order:
- Tab 13. Professional development documentation
- Tab 14. Honors and Awards documentation
- Tab 15. Letters of support from outside of CWU, or your department, if any

Department Chair's Signature

Date evaluation discussed with faculty

Post-Tenure Review

Place the following coversheet at the front of Dossier Part 1.

Only one dossier portion is needed as noted in the following list. Identify tabs in each part using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab.

**College of Education and Professional Studies
Post Tenure Review Professional Record Coversheet**

Faculty Member _____ Rank _____
 Department _____ Years in Rank _____
 Date of last CWU review _____
 This application is for: Post-tenure Review

Your post tenure materials must be in the following order in your dossier. Check off each item included. When you submit your dossier to the Department Chair, ask the Chair to sign at the bottom of this form.

Only one dossier is needed as noted in the following list. Identify tabs in each dossier portion using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab.

In the front of the dossier, include a copy of the current departmental performance guidelines.

Dossier Part 1

- Tab 1. This coversheet
 - Tab 2. Current vita
 - Tab 3. Current Activities Report
 - Tab 4. Chair recommendation letter
 - Tab 5. Department personnel committee recommendation letter
 - Tab 6. Recommendation letters from individual faculty members
 - Tab 7. Copies of Workload Plans and Annual Activities Reports from prior five years
- With the following table completed

Academic Year	Workload units taken		
	Teaching	Scholarship	Service

- Tab 8. Material documenting teaching effectiveness
- Tab 9. Scholarship (research and creative activity) documentation
- Tab 10. Service documentation

 Department Chair's Signature

 Date evaluation discussed with faculty

Professional Record

The following document lists specific documentation that is to be included in the professional record. Complete the tables included for teaching, scholarship, and service and place the corresponding table at the beginning of the appropriate section.

Professional Record Requirements
College of Education and Professional Studies
Reappointment, Promotion, Tenure, Post-Tenure Review

TAB 10 (TAB 8 for PTR): Teaching

1.1. Course-related

Self Reflective Statement

Per department guidelines or at minimum shall include:

- What went well in your classes
- What needs improvement in your classes
- What changes were made toward continuous improvement

1.1.1. List all courses taught during this evaluation period. Include only the most recent syllabus for each different course. Include a copy of all SEOI for courses taught over this period, organized by class.

1.1.2. List new courses you developed during this review period or courses that you substantially revised.

1.1.3. Briefly describe new course materials you developed, such as manuals, course packs, videos, Blackboard, Canvas, web-based, DE via two-way video-audio.

1.2. Graduate theses, graduate projects, and undergraduate research. Only LIST THE TOTAL NUMBER of field experiences or internships that you have directed per academic year.

1.2.1 Complete a table similar to the following:

Course Prefix and Number	Student Name Class Status (jr, sr, grad, etc)	Topic Your Role (Committee Chair, Com Mem, Mentor, etc.)

1.3. Student advising or mentoring

Include year, type of advising/mentoring (undergraduate, graduate, thesis, etc.), and number of students

1.4. List workshops or seminars you have attended on teaching effectiveness.

1.5. List teaching awards and include the documentation.

1.6. Peer evaluation of teaching (Effective Fall 2013)

Faculty are to have a minimum of one peer observation each academic year. This is to provide feedback of their teaching in the classroom; this feedback should be discussed in their self reflective statement. The department should develop a consistent form/ rubric for this observation.

For PTR: Minimum of one observation per year that is completed by at least 3 different people.

1.7. List other professional activities which enhanced your teaching performance and your students' learning.

1.7.1 Briefly describe your activities

1.7.2 Include documentation

TAB 11 (TAB 9 for PTR): Scholarship (Research and Creative Activities)

2.1 Self Reflective Statement

Per department guidelines or at minimum shall include:

- How well have you achieved your goals for scholarly activities
- If any scholarly activities were attempted but were unsuccessful, explain why they were unsuccessful and what changes might you make to your scholarly activities to ensure future success

2.2. List manuscripts that have been published or accepted for publication.

Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation. By adding most recent last, faculty only need to add to their portfolio each year.

All items of scholarship are 1) to be university-external published or disseminated, unless otherwise indicated, 2) have clearly attributable authorship on the item, and 3) related to the individual's unit of assignment (field or related field).

Evidence in the following table is to be listed chronologically with the most recent listed last. The column titled "evidence tab" indicates the tab in your dossier that includes the evidence for your scholarship item. Evidence behind the tab is to be arranged chronologically so it matches the order identified on the tables.

Number	Date	Scholarship Citation in the Appropriate Discipline Style (MLA, APA,	Comments	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

Evidence must include a copy of the table of contents and title page, but does not need to include the entire article.

2.2. List Creative Activities.

Use the following table to provide contents for your endeavors, list most recent last.

Number	Date	Activity	Comments	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

2.2.1. Include documentation from the conference (title page of conference program and page on which your name and presentation is listed, etc).

2.3. List grants

2.3.1. List Grants that have been submitted, funded, not funded, or working on.

Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation.

By adding most recent last, faculty only need to add to their portfolio each year.

Number	Date	Grant, \$, Funding Agency	Status	Evidence tab
Category A				
A1				
A2				
A3				
A4				
A5				
Category B				
B1				
B2				
B3				
B4				
B5				

Evidence must include a copy of the proposal summary, does not need to include the entire proposal.

2.4. List on-going research, writing projects, or creative activities. Include topic and schedule for completion.

2.5. List other scholarship (research or creative activity) may be better suited under service.

2.6. List research, writing, or creative activity awards you received.

TAB 12 (TAB 10 for PTR): Service to the University, Profession, and Public

Service includes faculty contributions to department, college, and university activities, as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department’s mission and goals. In most cases, service should be directly related to a faculty member’s teaching assignment and scholarship interests.

Self Reflective Statement

Per department guidelines or at minimum shall include:

- What was the impact or your level of involvement of your service

Service Table

Evidence includes letters of appointment, lists of membership that includes your name, thank you cards, printed web sites, meeting minutes, etc.

Evidence is to be listed chronologically with the most recent listed last. The column titled “evidence tab” indicates the tab in your dossier that includes the evidence for your service item. Items behind the tab are to be arranged chronologically so they match the order identified on the table.

Use the following table to guide and summarize your service contributions, add rows as needed.

Service Type and Name (Such as Committee Name)	Dates	Position and activity	Evidence tab
Program			
Department Committee(s)			
College Committee(s)			
University Committee(s)			
Local Community			
State			
Regional			
National			
International			
Professional Societies/Groups: local			
Professional Societies/Groups: state			
Professional Societies/Groups: regional			
Professional Societies/Groups: national			
Professional Societies/Groups: International			
Reviewer or Editor to Professional Publications			
Other service activities Peer teaching feedback			

4. Professional Development not included in other sections of your dossier.

Describe or list activities, which contributed to your professional development. Briefly describe how the activities contributed to your development.

5. Honors and Awards.

List honors and awards you received, including the year.

Merit for Department Chairs

Effective with a post-tenure review (PTR) conducted during be 2014-2015 academic year, department chairs will be eligible for merit salary increases associated with their PTR.

According to Article 16.6.3, “those chairs who are judged at the conclusion of their Post-TR review to be excellent in chairpersonship will receive a three percent (3.0%) increase in their base salary.” CBA Article 12.5 on the evaluation of department chairs states: “The appropriate dean shall periodically evaluate the chair and meet with the chair to discuss the results of the evaluation. Department faculty shall provide input into the evaluation through the process described in the college evaluation plans.”

The Dean will conduct an evaluation of a department chair every two years in either winter or spring quarters, or upon request. The evaluation will be conducted using the Performance Appraisal: Department Chair form for soliciting faculty and staff input. Additionally, the Dean’s letter will include evaluating the chair in each of the 10 items listed on the Department Chair & PTR Evaluation Rating form.

Excellence in chairpersonship will mean that a chair receives:

- ***Exceeds*** expectations on 5 or more items
- ***Meets*** expectations in at least 23 of the remaining 26 items
- No more than 3 ***unmet*** ratings across the 30 items and no more than 1 ***unmet*** rating in each of the 10 evaluated elements categories.

The Dean’s letter will be included in the chair’s PTR file.



College of Education & Professional Studies
 Department Chair & PTR
 Evaluation Rating

Dept. Chair: _____ Yr _____

Dean/Immediate Supervisor: _____

Excellence in chairpersonship will mean that a chair receives:

- ✓ **Exceeds** expectations in 5 or more items
- ✓ **Meets** expectations in at least 23 of the remaining 26 items
- ✓ No more than 3 **unmet** ratings across the 31 items and no more than 1 **unmet** rating in each of the 10 evaluated elements categories.

The Dean’s letter will be included in the chair’s PTR file.

Observer’s Report: Perceptions and Comments

Check appropriate box

Evaluated Element	Exceeds	Meets	Unmet	Comments and suggestions
1. Budget Management				
Department maximizes resources with efficient scheduling of classes and judicious spending				
Resources are allocated fairly and according to agreed upon principles				
Budget paperwork is done accurately and on time				
Chair works to enhance revenues whenever possible, especially with summer scheduling				
2. Management and efficiency of department office, facilities, and day-to-day business				
Department office is well organized and responsive to faculty and student needs				
Facilities are kept safe and as up-to-date as resources will allow				
Meets deadlines				
3. Procedural Oversight: development of clear, accessible, and codified procedures and policies				
Department has clear and transparent policies and procedures for basic operations.				
Policies and procedures are used as a basis for decision making				

Evaluated Element	Exceeds	Meets	Unmet	Comments and suggestions
Chair ensures that all members of the department are aware of policies and procedures and that they have input in creation and revision of policies and procedures				
4. Accessibility and collegiality				
Chair is responsive to student, faculty and staff needs, both in person and on email				
Chair has sufficient regular open-door office time to address department members' needs				
Chair works to foster a friendly and supportive work environment and takes a genuine interest in faculty, staff and student work				
5. Handling of matters related to students				
Chair is knowledgeable about policies and procedures relating to students and where to refer students for specific issues				
6. Support for faculty and staff				
Chair is aware of and acknowledges work of faculty and staff				
Chair attends faculty events whenever possible				
Chair engages in active mentoring of faculty and staff				
7. Fairness and even-handedness				
Faculty and staff perceive chair as fair				
Chair is consistent in following policies and procedures				
Chair makes decisions based on agreed upon policies and procedures				
8. Development and maintenance of interactions with CWU departments and individuals external to his/her department				
Chair is active in service outside her/his department.				
Chair seeks to collaborate with others to maximize resources and to enhance curricular and program offerings				
Chair informs department of college level initiatives, and relates important news discussed at Chairs Council				

Evaluated Element	Exceeds	Meets	Unmet	Comments and suggestions
9. Leadership, vision, and direction				
Chair maintains an updated Strategic Plan with goals for what s/he wishes to accomplish each year				
Chair is active and effective at working with the department to create and progress towards realizing collective goals				
Chair and department have a vision of where they want to be in 5 years, with strategies for getting there				
Chair mobilizes faculty to recruit and retain students				
Chair gets the balance right between direction and collaboration				
10. Curriculum planning, delivery, assessment, accreditation, improvement and development				
Chair helps faculty stay on top of latest trends in curriculum				
Chair ensures that the department has meaningful assessment plans and reports that are submitted on-time, when requested				
Chair is committed to continuous improvement, as evident by active and continuous follow up with regard to assessment report and strategic plan report findings				

Strengths and areas of need observed during this time period are: