

## Faculty180 Guidelines

### Supporting Documentation for Tenured and Tenure-Track Faculty Evaluations

Please refer to Article 22 in the faculty 2017-2020 Collective Bargaining Agreement for information on the faculty evaluation process. Section 22.6.2 addresses submission deadlines:

Candidates for any one of these processes 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.

*(Note: updated information generally only applies to scholarship and creative activities.)*

#### TEACHING DOCUMENTATION

**NOTE:** The following are general guidelines only. The required documentation column does not include an exhaustive list of possible examples. Please refer to university standards, and especially to your department and college standards, for information specific to your department and college. These guidelines follow the order of the Faculty180 sections.

Faculty180 Category	Example or Item Description	Required Documentation	Comments/Suggestions
Teaching: Courses Taught, Syllabus	Syllabus	<ul style="list-style-type: none"> <li>Syllabus for regular/arranged courses.</li> <li>Learning agreements or syllabi for X90 courses if part of normal practice.</li> <li>Permits for individual study.</li> </ul>	<ul style="list-style-type: none"> <li>Required: upload a syllabus for every regular/arranged course. Ensure current syllabi meet the requirements listed in <a href="http://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi">CWUP 5-90-040(37)</a> (<a href="http://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi">http://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi</a>).</li> </ul>
Teaching: Courses Taught, Course Evaluation	Student Evaluation of Instruction (SEOI)	<ul style="list-style-type: none"> <li>SEOIs. (Note: SEOIs are only available for courses with 5 or more students.)</li> </ul>	<ul style="list-style-type: none"> <li>Winter 2015 and later: SEOI short/long forms directly uploaded into Faculty180.</li> <li>Pre-Winter 2015 or SEOIs not automatically uploaded: Must upload SEOIs. The short form is sufficient.</li> <li>Click on this link for <a href="http://www.cwu.edu/seoi/">SEOIs</a> (<a href="http://www.cwu.edu/seoi/">http://www.cwu.edu/seoi/</a>) for information on accessing your SEOIs.</li> </ul>
Teaching: Courses Taught, Peer Evaluation	Peer Evaluations	<ul style="list-style-type: none"> <li>Peer evaluation document.</li> </ul>	<ul style="list-style-type: none"> <li>Indicate in your personal statement which classes (identified by course, year, quarter) have peer evaluations uploaded with them.</li> </ul>

Faculty180 Category	Example or Item Description	Required Documentation	Comments/Suggestions
			<ul style="list-style-type: none"> <li>• It is helpful to append peer evaluation documents to the end of the personal statement in addition to uploading them with the appropriate course.</li> </ul>
Teaching: Courses Taught, Other	Additional Course Documentation	<ul style="list-style-type: none"> <li>• Specific to department or college guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to your department standards for additional required documentation (this may or may not apply, dependent on guidelines).</li> <li>• Student names and any other identifying information should be removed.</li> </ul>
Teaching: Other Instructional Activities/ Accomplishments/ Innovations	Teaching Innovation Curriculum Proposals Student Proposals SOURCE	<ul style="list-style-type: none"> <li>• Evidence of ongoing pedagogical development/innovations and student achievement. Examples might include (but are not limited to): <ul style="list-style-type: none"> <li>○ Copies of curriculum proposals you originated.</li> <li>○ Images and descriptions of your innovations or accomplishments.</li> <li>○ Unsolicited testimonials from current students.</li> <li>○ Solicited testimonials from former students.</li> <li>○ Recruitment and retention efforts.</li> <li>○ Programs for special on-campus event (World Languages Day, Festivals, Camps, Workshops) or letters of appreciation for such endeavors.</li> <li>○ Teaching awards/formal recognition of excellence in the classroom.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence describing and demonstrating completion of activity.</li> </ul>
Teaching: Externally funded release time for instructional activities	Externally Funded Release Time	<ul style="list-style-type: none"> <li>• Contract for external funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Include description of work being done and source of funding.</li> <li>• Evidence of completion of work being done.</li> </ul>
Teaching: Graduate and Undergraduate Advising	Advisee List	<ul style="list-style-type: none"> <li>• Number of undergraduate and/or graduate students advised on an annual basis.</li> </ul>	

## SCHOLARSHIP AND CREATIVE ACTIVITIES DOCUMENTATION

**NOTE: The following are general guidelines only. The required documentation column does not include an exhaustive list of possible examples. Please refer to university standards, and especially to your department and college standards, for information specific to your department and college. These guidelines follow the order of the Faculty180 sections.**

Faculty scholarship and creative activity informs instruction and service, contributes to professional development, and advances knowledge and creative expression. It includes professional activities leading to regular publication, performance, exhibition, formal presentation, or external funding in the field of the faculty member's academic workload assignment. They may include contributions in the four basic areas of discovery, integration, application and teaching, as appropriate to the assignment and the discipline. It is important to document the peer review of each piece of scholarly-creative work.

Important note: Scholarly-creative work can only be counted one time and can only be used for one evaluation. (*i.e. cannot be used as accepted for tenure/promotion and then published in the next PTR.*)

Faculty180 Category	Example or Item Description	Required Documentation	Comments/Suggestions
Scholarship and Creative Activities	<p>CATEGORY A:</p> <ul style="list-style-type: none"> <li>• As defined in College/Department faculty performance standards</li> </ul> <p>CATEGORY B:</p> <ul style="list-style-type: none"> <li>• As defined in College/Department faculty performance standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of scholarship contributions. Examples might include some of the following:               <ul style="list-style-type: none"> <li>○ Scan of the title page with ISBN for published books.</li> <li>○ Evidence of peer review as defined by department and college standards.</li> <li>○ Page proofs for forthcoming article or book.</li> <li>○ Scan of the conference program cover and page with your presentation.</li> <li>○ A final acceptance letter for article, grant, or creative work.</li> <li>○ Copy of published article, conference proceedings, event program, or abstract.</li> </ul> </li> </ul>	<p><i>Faculty should briefly document in their personal statement the contributions of their scholarly and creative activities, as well as how these activities have contributed to their professional growth. A brief overview of future research plans should also be included.</i></p> <ul style="list-style-type: none"> <li>• Book contracts or letters/emails of invitations alone are insufficient.</li> <li>• Evidence of publication and event participation required.</li> </ul>
Scholarship and Creative Activities: Grant	Consult College/Department faculty performance standards.	<ul style="list-style-type: none"> <li>• Copy of the proposal summary.</li> <li>• PDF copy from grants.gov (or official evidence of submission).</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of grant review and approval process.</li> <li>• Evidence of role on grant and level of contribution.</li> </ul>
Scholarship and Creative Activities: Externally Funded Reassigned Time	Externally funded release time	<ul style="list-style-type: none"> <li>• Contract or grant for external funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of work being done and source of funding.</li> </ul>

## SERVICE DOCUMENTATION

**NOTE: The following are general guidelines only. The required documentation column does not include an exhaustive list of possible examples. Please refer to university standards, and especially to your department and college standards, for information specific to your department and college. These guidelines follow the order of the Faculty180 sections.**

Faculty in each rank are expected to engage in faculty governance at the department, and/or university level, to contribute to the cultural life of the university, and to participate in service to the community or professional organizations. Faculty members' service commitments will evolve over time, but there is a general expectation that with an increase in rank, service activities will include increasing leadership responsibilities and engaging with a wider range of faculty, staff, or community members (for instance, participation in regional or national professional organizations). The quality and impact of service are more significant than the number of service activities. For one's professional record, service activities outside of academia must be related to one's discipline or professional expertise.

Faculty180 Category	Example or Item Description	Required Documentation	Comments/Suggestions
Service: University/College/Department Committees	Service at the university, college, or department levels.	<ul style="list-style-type: none"> <li>• Evidence of service contributions. Examples might include some of the following:               <ul style="list-style-type: none"> <li>○ Appointment letters.</li> <li>○ A sample of meeting minutes showing your attendance (used in the absence of a letter confirming your participation).</li> <li>○ Websites listing membership rosters.</li> <li>○ Thank you letter documenting service and dates from organizer of committee (e.g. Faculty Senate), or committee chair.</li> </ul> </li> </ul>	Faculty should briefly document in their personal statement the contributions and impact of their service activities. This may include: <ul style="list-style-type: none"> <li>• How much time did you commit to service on this committee (attending meetings and work outside of the meetings)?</li> <li>• What was the impact of this committee?</li> <li>• What was your role on this committee?</li> <li>• How did this contribute to your professional growth?</li> </ul>
Service: Other University/Professional/Public	Professional or Community service related to your professional field performed outside the university.	<ul style="list-style-type: none"> <li>• Invitation letters.</li> <li>• Thank you letter after completion.</li> <li>• Summary of journal reviews.</li> <li>• Reviewer recognition.</li> </ul>	
Service: Externally Funded Reassigned Time for Service Activities	Externally funded release time	<ul style="list-style-type: none"> <li>• Contract for external funding.</li> </ul>	Include description of work being done and source of funding.

## OTHER DOCUMENTATION

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<b>Faculty180 Category</b>	<b>Example or Item Description</b>	<b>Required Documentation</b>	<b>Comments/Suggestions</b>
Other: Professional Development	Any professional development pertaining to your faculty position not already listed above.	<ul style="list-style-type: none"><li>• Certificate/evidence of attendance/completion.</li></ul>	<ul style="list-style-type: none"><li>• Provide a brief reflection in personal statement on the application of learning.</li></ul>
Other: Honors and Awards	Recognition received during the last evaluation period.	<ul style="list-style-type: none"><li>• Evidence of the award or honor received. Examples might include some of the following:<ul style="list-style-type: none"><li>○ Letters of notification or congratulations.</li><li>○ Award certificates.</li><li>○ Program of award ceremony.</li><li>○ Newspaper or website copies.</li></ul></li></ul>	

## **FACULTY EVALUATION DOCUMENTATION**

### **Personal Statement**

This is the roadmap for both your career and your electronic portfolio. Please spend time on this statement as it is your best opportunity to describe your professional trajectory, contributions, and growth at CWU. Be as brief as possible without sacrificing completeness. The most effective personal statement is typically no more than 5-7 pages long.

#### **NOTES:**

- State clearly how you have met or exceeded expectations, referring back to department and college standards.
- Avoid student names or referring to specific students in your statement.
- Focus on what is being evaluated and avoid using the statement as a platform to express concerns not directly related to your evaluation.

The short introduction and summary should:

- State department and college expectations prior to discussing activities
- State the specific category of criteria by which your file should be evaluated (post-tenure review, promotion to full professor, etc.)

In the teaching section, please reflect on all previous categories of reviews/feedback (peer, student, etc.). Positive and negative trends should be referenced and addressed. Present plans for improvement. What mechanisms are being used, and how are you using them, to evaluate and improve your teaching? What is working, what needs revision, etc.? The location in Faculty 180 of your peer review documents should be referenced in this section, and you should specify the course(s), year(s), and quarter(s) in which the reviews were conducted.

Your personal statement should also refer to relevant scholarship/creative activities that fall within your review period. Additionally, current projects and your agenda for future scholarship will help illustrate ongoing productivity. The activities discussed in your personal statement should speak to the quality of the scholarship with information that includes:

- The level of innovation or significance of application
- The selectivity of the venue
- The breadth or depth of influence or dissemination
- The quality of the peer review
- The scope of revisions if the work is a new edition
- The scope of contribution if involving a co-PI grant
- The scope of contribution to a co-authored publication if unclear
- Relevance to course improvements/innovations (if applicable)
- Relevance to service work (if applicable)
- Involvement of undergraduate or graduate students (if applicable)
- A clear statement of how you have met or exceeded expectations, referring back to department and college standards.

Similarly, the service section should include a reflection of your service activities and obligations, including your role during the review period:

- Describe activities and provide sufficient factual context so that readers at all levels have complete information for review and evaluation.
- Briefly discuss your contribution to each of your service activities.
- Briefly describe any connections with teaching and/or scholarship/creative activity (if applicable)

## ADDITIONAL REQUIRED DOCUMENTATION

<b>Faculty180 Category</b>	<b>Example or Item Description</b>	<b>Required Documentation</b>	<b>Comments/Suggestions</b>
Faculty Evaluation: Copy of Original Signed Contract Letter	Original signed contract	<ul style="list-style-type: none"> <li>Original signed contract</li> </ul>	Must be uploaded in Faculty180. Copy can be obtained from HR or the dean's office. End date should be listed as "Ongoing."
Faculty Evaluation: Personal Statement	Format for your personal statement should be: <ul style="list-style-type: none"> <li>Introduction</li> <li>Teaching</li> <li>Scholarship</li> <li>Service</li> <li>Summary</li> </ul> i.e., it should follow the order of the Department and College Standards.	<ul style="list-style-type: none"> <li>Personal statement</li> </ul>	Title all documents in such a way that they are easily identifiable to your evaluators. The personal statement should contain explicit references to supporting documentation that is elsewhere in Faculty180.
Faculty Evaluation: Department and College Standards	Department and College Standards	<ul style="list-style-type: none"> <li>Department Standards</li> <li>College Standards</li> </ul>	Standards may be found on college and department websites.
Faculty Evaluation: Prior Recommendation Letters from All Prior Reviews	Recommendation letters from prior reviews (not already in Faculty180)	<ul style="list-style-type: none"> <li>Recommendation letters from evaluations that were not completed in Faculty180.</li> </ul>	Copies of recommendation letters should be available in the dean's office or HR.

## CONTINUED WITH RESERVATIONS RE-EVALUATION DOCUMENTATION

Used only if a tenured faculty member was continued with reservations during their last post-tenure review.

<b>Faculty180 Category</b>	<b>Example or Item Description</b>	<b>Required Documentation</b>	<b>Comments/Suggestions</b>
Faculty Evaluation: Professional Development Plan (PDP)	PDP developed in response to a continued with reservations outcome from a post-tenure review.	Signed professional development plan.	<ul style="list-style-type: none"> <li>Evaluation is based on the PDP.</li> </ul>
Faculty Evaluation: Progress Reports for PDP	Reports or meeting notes showing faculty progress towards meeting the goals of the PDP.	Progress report or meeting notes.	<ul style="list-style-type: none"> <li>Progress reports should be completed in accordance with the PDP and uploaded in Faculty180 by the faculty member.</li> </ul>