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| **Name** |  | **800#** |  |
| **Department** |  | **Review Period** |  |

*Faculty Evaluation - Each faculty member in the traditional, pedagogical, clinical and instructor tracks is evaluated by the department chair/director on the bases of effectiveness as a teacher; research/creative activities (traditional track faculty only); University and public service; and professionalism according to the standards and guidelines established by WKU, each college, and department. (II.X. Faculty Evaluation, 30th Edition)*

*To evaluate teaching, research/creative activity, and service, WKU uses the following labels, defined more specifically by the colleges and department.*

* ***Distinguished****: indicates a truly exceptional level of performance*
* ***Skilled****: indicates a level of strong performance*
* ***Baseline****: indicates a level of meeting minimum expectations*
* ***Unsatisfactory****: indicates a level of not meeting minimum expectations*

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| **TEACHING** | | | | |
| The Potter College of Arts and Letters (PCAL) recognizes that teaching varies across the academy of the arts, humanities, media, and social sciences. These instructional differences may include, but are not limited to, utilizing various pedagogical modalities (i.e. distance, experiential, lecture-based, etc.) Despite these differences, effective teaching can be defined using the four evaluation categories of Unsatisfactory, Baseline, Skilled, and Distinguished (refer to definitions of these categories listed above). Each academic unit within PCAL will determine more defined language as it relates to teaching expectations in their department/school. Effective teaching will be evaluated at a minimum using the following criteria:  **Preparation and Planning**   * Provide clear syllabi that articulate course expectations accounting for flexibility when needed * Manifest a high-quality curriculum and, when possible and appropriate, high-impact practices that align with departmental program and university-level learning standards * Participate in professional development opportunities to enhance instructional quality * Maintain a high-quality course structure that includes, when possible and appropriate, high-impact practices that align with program and university-level learning standards.   **Management and Feedback**   * Develop an effective learning environment conducive consistent with the course modality.  Such an environment should reflect inclusivity and promote fostering an inclusive learning environment that promotes learning opportunities that are culturally responsive, aware, and relevant * Provide timely and high-quality feedback that supports achievement of course student learning objectives * Develop facility with and utilization of Blackboard Ultra course management and delivery * Provide courses that progress in quality through peer feedback, student feedback, and professional development * Utilize on-task course delivery that aligns with syllabi expectations * Provide courses that enhance program curriculum by allowing students to develop skills and knowledge that begin at an introductory level and develop into mastery. | | | | |
| **Department Chair/Director Comment/Evaluation/Suggestions** | | | | |
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| Distinguished | Skilled | Baseline | Unsatisfactory | Not Applicable |

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| **SCHOLARSHIP/CREATIVE ACTIVITY** | | | | | |
| The Potter College of Arts and Letters (PCAL) recognizes research and creative scholarship varies based on the various academic disciplines that comprise the college. Therefore, evaluation of expectations in this area will be determined by the department/school. Level of research/creative scholarship productivity can be defined using the four evaluation categories of Unsatisfactory, Baseline, Skilled, and Distinguished (refer to definitions of these categories listed above). | | | | | |
| **Chair/Director Comment/Evaluation/Suggestions** | | | | | |
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| Distinguished | Skilled | Baseline | Unsatisfactory | Not Applicable |

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| **SERVICE** | | | | |
| The Potter College of Arts and Letters (PCAL) recognizes that service varies across the academy of the arts, humanities, media, and social sciences. Despite these differences, service productivity can be defined using the four evaluation categories of Unsatisfactory, Baseline, Skilled, and Distinguished (refer to definitions of these categories listed above). Each academic unit within PCAL will determine more defined language as it relates to service expectations in their department/school.  Faculty who have service expectations as a function of their appointment, will be evaluated at a minimum using the following criteria:  **Size and Scope**   * Short-term vs. long-term * Level of service * Time commitment   **Type and Quality**   * Professional invited service vs. non-invited (i.e. service to the department, college, university, discipline, or professional-level community service. | | | | |
| **Chair/Director Comment/Evaluation/Suggestions** | | | | |
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| Distinguished | Skilled | Baseline | Unsatisfactory | Not Applicable |

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| **PROFESSIONALISM** | | |
| A faculty member behaves professionally by adhering to department, college, University and professional organization standards. Professional behavior includes 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.  Standards to which faculty are expected to adhere are more specifically identified here:   * WKU Faculty Handbook Section II.D., Professional Conduct; * WKU Standards of Conduct, Policy 4.8; * WKU departmental/college standards, as adopted through shared governance; and * Professional organization standards, if applicable. | | |
| **Chair/Director Comment/Evaluation/Suggestions** | | |
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| Satisfactory | Unsatisfactory |

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| **OTHER COMMENTS**  **Including Continuing Professional Development & Individual Goals** |
| Potter College of Arts and Letters (PCAL) recognizes that professional development and goal setting varies across the academy. Departments and schools with PCAL will determine guidance in this category as it relates to expectations surrounding continuing professional development and individual goals. |
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| **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. (See *Faculty Handbook*, Section VI) | | | |
| **Chair/Director Comment/Evaluation/Plans for Improvement** | | | |
|  | | | |
| Satisfactory | Unsatisfactory | N/A Untenured |