School of Marketing, Entrepreneurship, Sport Management, and Hospitality & Tourism
Collegial Review Document
Effective Fall Semester, 2021[1]

Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review

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I. Overview – The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism. The document is guided at the highest level by *The Code* of the UNC System and by the Faculty Handbook of WCU. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the College. While this document is intended to be comprehensive and precise with regard to School-level criteria and procedures, the faculty member should have familiarity with *The Code* and with the WCU Faculty Handbook (Section 4.0). In preparing a dossier for a review process described here, the faculty member should also have available the appropriate Guidelines for the Preparation of the Dossier.

   A. Faculty members in the School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism will be evaluated on teaching, scholarly activity, and service. Teaching is most important and will be given primary consideration.

   B. Beyond the traditional domains of teaching, scholarship, and service, overarching behavioral expectations include professionalism, ethicality, and collegiality. Collegiality is not a distinct category to be assessed independently, but it is an integral part of our work with students, staff, colleagues, administrators, and external constituents. Collegiality should be viewed as a professional, not personal, criterion relating to performance. That is, collegiality refers to behavior, not personality, and does not imply congeniality or conformity of opinion. Collegiality entails shared responsibility and effective cooperation to achieve common goals. Collegiality also involves appreciation of and respect for differences in expertise, ideas, and background. Non-collegial behavior interferes with the ability of colleagues to achieve the mission and goals of the School, College, or University. Exhibitions of non-collegial behaviors not only impede the work of the University but also threaten the freedom of expression of others, an essential feature of the university environment. Persistent or severe non-collegial behavior may be grounds for negative decisions regarding reappointment, tenure, promotion or post-tenure review.

   C. Academic Qualifications for School Appointments

   1. At least a master's degree in a discipline germane to the teaching assignment is required for the position of Instructor.

   2. A doctoral degree is required in a discipline germane to the teaching assignment for tenure-track positions.

   D. Appointment, Reappointment, or Promotion in Rank Requirements

   1. For appointment/reappointment or promotion in rank, the minimal School requirements are the same as those stated in the *Faculty Handbook*.

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[1] Approved by vote of the MESH Faculty March 31, 2021.

2. For tenure, the maximum number of years of continuous full-time probationary service shall be seven years, except as provided by the *Faculty Handbook*.

3. A tenure-track faculty member will normally go up for tenure concurrent with promotion.

E. Other Experience and Professional Preparation

1. At the time of initial employment, any consideration of prior experience and achievement must be addressed and documented by the School Director, in the case of teaching faculty, or by the Dean, in the case of the School Director.

II. Domains of Knowledge

A. Teaching (Faculty Handbook Section 4.04 & 4.05)

1. Pedagogical Content Knowledge – Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning. Shulman has called this combination "pedagogical content knowledge" to distinguish it from content knowledge alone or pedagogy alone. Using their pedagogical content knowledge, scholars restructure their expertise in forms that are understandable and useable by their students.

2. Professional Administration of the Class – Effective teaching relies upon the ability to perform well the required administrative and professional functions associated with instruction. While good teaching relies upon disciplinary expertise—and different disciplines often approach teaching differently—teaching is also a profession that requires common duties regardless of area. Such functions include, for example, providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, and making effective use of time allocated for the course. Highly effective teaching is more than class management; it is class management that relies upon an instructor's ability to perform the duties associated with the job.

3. Student Response to Instruction – Students have a unique and important perspective on certain components of teaching effectiveness. They value intellectual engagement, enthusiasm, and passion for the course content. Course organization and clarity, two aspects that relate to student success, are validly rated by students. Effective teachers are available to the students. The extent to which the student feels respected and shares a sense of rapport with the instructor correlates with teaching effectiveness.

B. Methods of Evaluation and Sources of Evidence

1. Self-Evaluation of Teaching – Each faculty member must provide a self-evaluation of teaching addressing the 3 dimensions of effective teaching (two-page max.) (Faculty Handbook 4.05.B.2.c).

2. Peer Review of Teaching Materials - In all evaluation processes, reviewers should be presented with a representative set of teaching materials such as syllabi, tests and examinations, assignments and projects, and/or class activities. At least one member of the School faculty must review teaching materials, exclusive of the School Director. The reviewer will be selected by the School Director, after consultation with the School faculty (Faculty Handbook 4.05.B.2.b).

3. Direct Observation of Teaching – All tenure track faculty members must be evaluated by direct observation of classroom teaching as required by the UNC System Office (see UNC Policy Manual 400.3.1.1G). Additionally, term faculty will also be evaluated by direct observation.

4. Student Assessment of Instruction – Use of the University approved instrument is required of all sections of all courses taught by faculty (Faculty Handbook 4.05.B.1.d).

B. Professional Development

1. Faculty members are expected to maintain intellectual qualifications and current expertise as defined by the College's Policy on Classification of Academically and Professionally Qualified Faculty.

2. Faculty members are expected to have some level of interaction with industry and professional organizations to stay current on topics relevant to their practices or areas of expertise.

C. Scholarship and Creative Works (4.05C)

1. WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific School perspectives on these categories, relative valuations of various forms of scholarly activity, and School-specific examples of each, are described below.

   a. Scholarship of Discovery – Original research that advances knowledge (includes creative activities such as artistic products, performances, musical, or literary works).

   b. Scholarship of Integration – Synthesis of information across disciplines, across topics, or across time.

   c. Scholarship of Application – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

   d. Scholarship of Teaching and Learning – Systematic study of teaching and learning processes.

2. Methods of Evaluation and Sources of Evidence Including Acceptable Processes for External Peer Review

   1. Faculty members should demonstrate that they are current and scholarly in their disciplines as reflected in the ways they teach and serve. They are also expected to demonstrate regular, quality activity in one or more types of scholarship outlined below.

   2. The relative emphasis on each type of scholarship will be determined by the faculty member in conjunction with the School Director in the context of School and University mission and needs.

   3. To count within the category, the activity must lead to an artifact, performance, or other observable result that would reasonably be regarded by peers within the faculty member's discipline as a quality expression of one of Boyer's forms of scholarship:

Scholarship of Discovery

> Scholarship of this type includes original research that advances knowledge. Artifacts of this scholarship may include but are not limited to published refereed journal articles, authored/edited books, and refereed or invited scholarly presentations.

Scholarship of Integration

> Scholarship of this type interprets, synthesizes, or brings new insight to bear on information across disciplines, across topics within a discipline, or across time. Artifacts of this scholarship may include but are not limited to textbooks, case studies, chapters in books, scholarly websites that have a wide audience for dissemination, bibliographies, literature reviews, and conceptual articles either in scholarly or trade publications.

Scholarship of Application

> Sometimes called engagement, the scholarship of application goes beyond the provision of service to those within or outside the University. To be considered scholarship of application, the work must flow directly out of professional activity and there must be an application of the faculty member's expertise and produce an observable result that can be shared with and evaluated by peers. External critical review must be provided by a either an accepted review process at a recognized journal in the discipline or related discipline, by a sponsoring agency providing funding or oversight, the university administration or university system administration, or other recognized entity outside the School with the expertise to critically evalute the artifact without bias. Artifacts of this scholarship may include but are not limited to technical reports, guidebooks, funded research grants, client evaluated consulting engagements, service on boards, collaborative work with economic development agencies, pamphlets and/or other work products that demonstrate the application flows directly out of the faculty member's expertice. As an exception to the above, since certain types of engagements and the artifacts arising therefrom are subject to confidentiality restrictions, the School Director and the Faculty member will agree upon an appropriate form of external evaluation that preserves the relationship with the sponsoring entity/agency and provides adequate assurance of the contribution of the work.

Scholarship of Teaching and Learning

> Scholarship of this type is the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others and has external peer review. Artifacts of this scholarship may include but are not limited to publication in refereed educational journals, technical reports, development of instructional tools, and/or creation/application of technology to teaching.

4. Scholarly activities should not be rigidly categorized. Many activities and products can be classified as more than one type of scholarship.

D. Service (Faculty Handbook 4.04.C.3 & 4.05.D)

1. Types of Service/Engagement

a) Institutional Service

    1) The faculty member is expected to contribute to the University mission by such activities as service to the university, college, school and university system.

    2) These contributions include, but are not limited to, service on committees, service as liaison with the community or across disciplines, support of public relations efforts, support of administrative functioning of the unit, etc.

b) Community Engagement

    1) Activities that support organizational effectiveness and economic development conducted with entities external to the University.

    2) Includes activities that involve faculty members and/or students in these kinds of endeavors.

c) Special Expertise, Unusual Time Commitments, or Exceptional Leadership

    1) Service to entities such as professional societies or organizations.

    2) Service to entities such as non-profit organizations.

    3) Service to other academic units at the University in support of their programs.

d) Advising Students & Other Service to Students

    1) The faculty member is actively and effectively engaged in advising.

2. Methods of Evaluation and Sources of Evidence

    a. Faculty members should demonstrate that they are engaged in meaningful service.

    b. The relative emphasis on each type of service will be determined by the faculty member in conjunction with the School Director in the context of School and University mission and needs.

    c. Evidence of service will be sufficient to allow for a reasonable evaluation by the School's Collegial Review Committee (SCRD) and the School Director.

III. Specific Procedures for Review Events

    A. Annual Faculty Evaluation (Faculty Handbook 4.05)

        1. Overview

            a. Purpose

                1) To assist faculty members in bringing their classroom and student contact work to a high level of professional quality.

                2) To promote the continuing development of faculty members.

                3) To provide a basis for assessments when decisions regarding the status of the faculty member are being made.

        2. If a faculty member is planning to seek early tenure and/or promotion, he/she shall notify the School Director in writing of his or her intent to be considered by the SCRC. The

faculty member has the right to appear before the Committee to make an oral presentation. Notice of planned appearance by the candidate should be stated in writing to the School Director.

    a. The SCRC (by majority vote) may invite the candidate to appear before it to make a presentation or to respond to specific concerns.

    b. The SCRC will provide questions in writing to the candidate in advance of the meeting.

    c. The candidate may accept or decline an invitation to appear before the CRC.

3. Composition of the SCRC

    a. The performance of candidates for reappointment, promotion, and/or tenure is reviewed by the SCRC.

    b. The make-up of the SCRC is determined annually via secret ballot of all full-time tenured and tenure-track faculty within the School.

        1) To be considered for membership, a faculty member must be tenured in the School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism.

        2) The Director of the School of Marketing, Entrepreneurship, Sport Management and Hospitality & Tourism shall be the non-voting Chair of the SCRC.

4. Procedures and Preparation of Documentation

    a. All faculty must keep their Faculty Activities Database (FAD) current to include:

        1) Teaching

            (i) A self-evaluation addressing the three teaching dimensions of teaching (as outlined in Section II.B.1 above).

            (ii) A copy of the peer evaluation of teaching materials to the School Director (as required in section II.B.2 above).

        2) Scholarship and Creative Activity

            (i) All scholarship artifacts produced during the evaluation period.

            (ii) Any evidence or support provided by other parties that speaks to the quality of the scholarly artifacts.

        3) Service

            (i) All service activities.

            (ii) Other documentary evidence of service activities as he/she deems appropriate.

            (iii) The School Director will assess service quality in accordance with School goals.

B. Reappointment, Tenure and Promotion (Faculty Handbook 4.06 & 4.07)

1. Overview - The Office of the Provost will generate an annual list of faculty eligible for tenure and reappointment.

2. Composition of review committees

    a. The SCRC shall be chaired by the School Director (non-voting). The SCRC will be comprised of a minimum of five tenured faculty members, of which there will be at

least one tenured faculty member from each discipline. All qualified tenured faculty who have met expectations in all categories in the previous year's AFE (except for the School Director and faculty members who will be serving on the College Collegial Review Committee) are eligible for the committee. In the event that there are six or fewer tenured faculty, the committee shall be composed of the School Director and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the School Director. In the event that there are fewer than three tenured faculty, the Dean, in consultation with the School, will select tenured faculty from similar Schools to constitute a committee of at least three.

    b. The College Collegial Review Committee shall be chaired by the Dean (non-voting) and shall be composed of faculty members of the College as specified in the Faculty Handbook and the Bylaws of the College of Business.

    c. The University Collegial Review Committee shall be chaired by the Provost (non-voting) and faculty members of the University as specified in the Faculty Handbook.

  3. Procedures and Preparation of Documentation

    a. As noted above, detailed instructions for preparing the dossier are issued annually by the Office of the Provost. The candidate will need (1) the School CRD, (2) the Guidelines for Preparation of the Dossier, and (3) the timetable for the review process.

C. Post-Tenure Review

  1. Overview - These guidelines are based upon section 4.08 of the Faculty Handbook. Post-Tenure Review (PTR) is required of all tenured faculty members with 50% or more responsibilities involving teaching, scholarship, and/or service. This review is required of all tenured faculty members no later than the fifth academic year following the most recent review event.

  2. The SCRC shall review post tenure candidates.

  3. Procedures and Preparation of Documentation

    a. The Office of the Provost includes the timetable for PTR along with the annual TPR schedule, distributed at the beginning of the academic year.

    b. The documentation prepared by the faculty member should follow the guidelines outlined in the Faculty Handbook and distributed by the Provost's office.

    c. The SCRC shall write its evaluation and the School Director shall add his/her review of the candidate. The School Director shall provide a copy of this evaluation to the faculty member and provide the faculty member the opportunity to meet and provide any written response. Materials will be forwarded to the Dean.

    d. See the Faculty Handbook (4.08) for further details concerning procedures, outcomes, appeals, and due process.

IV. Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

A. Annual Faculty Evaluation (AFE) (Faculty Handbook 4.05)

  1. Teaching

a. Evaluation of Teaching Includes Assessment of:

(i) pedagogical content, knowledge, professional administration of the class, and student response to instruction according to WCU Policies, evaluation of teaching includes the assessment of the three items listed above. While these elements can be difficult to measure directly, they are reflected in the statements below. When evaluating teaching, Schools must include data from at least the following three sources: university approved student assessment of instruction instrument, self-evaluation, and peer evaluation of teaching (Faculty Handbook 4.05).

b. Evaluation Criteria

1) Meets Expectations. The faculty member:

    (i) Is regarded as an effective classroom teacher by students and colleagues.

    (ii) Maintains acceptable teaching materials.

    (iii) Meets posted office hours and appointments.

    (iv) Sometimes takes advantage of faculty development opportunities.

    (v) Provides basic academic advising.

    (vi) Is adequate in the three dimensions of teaching.

2) Exceeds Expectations. The faculty member:

    (i) Is regarded by students and colleagues as an excellent professor.

    (ii) Keeps course materials current and relevant to ensure they are thorough, clear and useful to students.

    (iii) Demonstrates some evidence of innovation in the classroom.

    (iv) Is frequently available to students outside of class.

    (v) Takes advantage of faculty development opportunities.

    (vi) Works with students beyond basic academic advising.

    (vii) Excels in the three dimensions of teaching.

3) Does Not Meet Expectations. The faculty member:

    (i) Is regarded by students and colleagues as a poor teacher.

    (ii) Fails to update course syllabi.

    (iii) Maintains teaching materials of poor quality.

    (iv) Fails to honor office hours.

    (v) Is the subject of frequent student complaints.

    (vi) Does not take advantage of faculty development opportunities.

    (vii) Fails to provide basic and accurate advice.

2. Scholarship

a. Faculty members are expected to maintain intellectual qualifications and current expertise as defined by the College's Policy on Classification of Academically and Professionally Qualified Faculty.

1) Meets Expectations

(i) To meet expectations, a faculty member maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by the faculty member producing over a rolling five-year period, a minimum of two quality peer-reviewed journal articles and three peer-reviewed artifacts representing any of the four forms of scholarship under the Boyer model. Meeting the aforementioned standards is necessary but not sufficient for achieving tenure. The faculty member must be qualified per the College's Policy on Classification of Academically and Professionaly Qualified Faculty to receive a rating of meet expectations. The expectation is that faculty members will publish in quality peer reviewed journals or law reviews. A Quality Article is:

- An activity that qualifies as scholarship, regardless of the type, must meet the following general criteria: (1) documented external peer review; (2) methodological rigor; (3) substantive outcomes or implications beyond the scope of the activity itself; and (4) disseminated to a professional audience or scholarly community. Peer reviewed journal articles are expected to meet the definition of a "quality article" as stipulated in the College of Business's Policy on Classification of Academically and Professionally Qualified Faculty. Any article in a journal on Cabell's Predatory Report when published will not be considered a quality article for any evaluation.
- Published in a publication outlet that is traditionally subscribed to by a college library or one that is available on-line or is otherwise available for public scrutiny. It is assumed that articles appearing in journals listed in Cabell's *Directory of Publishing Opportunities* have been subjected to a documented formal review process.
- It is assumed that articles appearing in journals listed in *The Australian Business Deans' Council Journal Ratings List (ABDC)* have been subjected to a documented review process.
- If the publication outlet is not listed in either the Cabell's *Directory of Publishing Opportunities* or *The Australian Business Deans' Council Journal Ratings List (ABDC)*, it is the author's responsibility to document the outlet's peer review process. It is strongly advised that such documentation be deemed sufficient to establish that quality standards are met before seeking publication, (e.g., submitting inquiries or a manuscript, or answering a solicitation from an unlisted publication outlet).
- The number of authors on a paper is not relevant to academic qualification consideration. If a faculty member's name is on an article, it is assumed that she/he made a significant contribution. Adding authors who made little or no contribution to the article is a breach of academic integrity.
- A "working paper series" published by a department, for example, is not an acceptable outlet by definition.

(ii) A first-year faculty member is, at a minimum, expected to have submitted for peer review at least one journal article. A second-year faculty member is

expected to have received an acceptance of one peer-reviewed journal article and made one additional submission of a quality artifact for peer review. Generally, a faculty member should have a consistent research agenda with a record showing promise of sustained scholarly productivity over time. Before applying for tenure in the sixth-year, a non-tenured faculty member is expected, at a minimum, to have produced five quality, peer-reviewed journal articles. This document recognizes the possibility of an "off year," when a faculty member might fail to meet or exceed expectations in one or more performance areas based upon unique or extenuating circumstances. Just as meeting or exceeding expectations does not guarantee tenure, an off year does not guarantee denial of tenure. All faculty performances are judged on a case-by-case basis.

2) Exceeds expectations. Faculty members who exceed the standards for "meeting expectations" in terms of quality and/or quantity (standards for meeting expectations are explained above). Faculty who exceed the minimum qualified status under the College's Policy on Classification of Academically and Professionally Qualified Faculty are eligible to earn a rating of Exceeds Expectations.

3) Does Not Meet Expectations. A faculty member who fails to meet the School's expectations in the area of scholarship will be rated Does Not Meet Expectations (standards for meeting expectations are explained above). Faculty who do not maintain qualified status under the College's Policy on Classification of Academically and Professionally Qualified Faculty earn a rating of Does Not Meet Expectations.

3. Service

a) Meets expectations. The faculty member:

    (i) Assumes a fair share of School responsibilities.

    (ii) Completes work in a timely manner.

    (iii) Occasionally is involved in community engagement and/or consulting.

    (iv) Occasionally serves on university committees.

    (v) Meets School, College, and University responsibilities.

    (vi) Meets posted office hours and appointments.

    (vii) Provides basic academic advising.

b) Exceeds expectations. The faculty member:

    (i) Shows participation at the College and University level, such as being a member of a major committee (could be an *ad hoc* committee), chair of a committee, or serving on several committees.

    (ii) Participates in ongoing involvement in community engagement such as School, College, or University representative to a community organization, national or discipline specific organizations, and journal or conference boards.

    (iii) Assumes more than the "normal" School-level duties such as fulfilling the responsibilities of a faculty member who is ill.

(iv) Initiates and follows through with new School initiatives.

(v) Regularly meets School, College, and University responsibilities.

(vi) Is often available for student development outside class.

c) Does Not Meet Expectations. A faculty member who fails to meet the School expectations in the area of service will be rated Does Not Meet Expectations.

V. Standards for Review Events (Faculty Handbook 4.06 - 4.08)

A. Reappointment

1. The faculty member must typically meet or exceed expectations in teaching, scholarship, and service. If reappointment should occur with a rating of Does Not Meet Expectations, then a development plan incorporating formative guidance is required.

B. Tenure

1. The faculty member must meet expectations in all years and must exceed expectations in at least 2 of the 5 years in teaching, scholarship, and service. Evidence must demonstrate that any development plan has been successfully completed.

C. Promotion to Associate Professor

1. The faculty member must meet expectations in all years and must exceed expectations in at least 2 of the 5 years in teaching, scholarship, and service. Evidence must demonstrate that any development plan has been successfully completed.

D. Promotion to Full Professor

1. The faculty member must meet expectations in all years and must exceed expectations in at least 3 of the 5 years in teaching, scholarship, and service.

E. Post-Tenure Review

1. To be deemed satisfactory for Post Tenure Review, regardless of rank, the faculty member must at least meet expectations for the applicable period.

V. Full-Time Non-Tenure Track Faculty

a. Promotion from Instructor to Associate Instructor – Before applying for promotion, a faculty member must have completed at least three years in the College rank of Instructor. Eligible faculty may apply for promotion in year four.

(i) Criteria for Promotion from Instructor to Associate Instructor – At a minimum, a faculty member must meet expectations in all years considered and must exceed expectations in at least half of the years considered for teaching and service. For scholarship, a faculty member must have maintained credentialing status per the College's Policy on Classification of Academically and Professionally Qualified Faculty for each of the years considered.

b. Promotion from Associate Instructor to Senior Instructor – Before applying for promotion, a faculty member must have completed at least three years in the College rank of Associate Instructor. Eligible faculty may apply for promotion in year four.
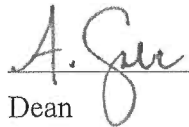
(i) Criteria for Promotion from Associate to Senior Instructor – At a minimum, a faculty member must meet expectations in all years considered and must exceed expectations in at least half of the years considered for teaching and service. For scholarship, a faculty member must have maintained credentialing status per the College's Policy on Classification of Academically and Professionally Qualified Faculty for each of the years considered.

Sections I, II and III approved by:

School Director   03.31.21
                                                         Date

Dean   04.01.2021
                                                         Date

Provost   for RDS   8/30/21
                                                         Date