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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*

While this document includes general descriptors for effective teaching, scholarship/creative activity, service, and professionalism in the College of Health and Human Services (CHHS), faculty should review departments/school metrics for more specific criteria. These metrics, and the latest information about Annual Faculty Evaluations in CHHS, are available by clicking [here](https://www.wku.edu/chhs/faculty_annual_evaluations.php).

As part of the annual evaluation process, all faculty should be prepared to include an updated CV, negotiated workload percentage for the period under review, and SITE data, including student comments, for the period under review.

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| **TEACHING** | **Negotiated Workload (%):**  |
| Recognizing the diverse contributions and responsibilities undertaken by faculty in CHHS, we all strive to reach the highest standards for effective teaching. Faculty in CHHS who are highly effective in teaching: * Demonstrate mastery of subject matter that is current and up to date;
* Convey complex concepts with ease and appropriate depth;
* Present material in a highly organized manner;
* Convey instructions in a clear and logical manner;
* Communicate learning objectives effectively;
* Create a dynamic and interactive learning environment;
* Actively engage students through challenging and innovative teaching methods;
* Provide detailed, constructive, and timely feedback;
* Design assessment methods that effectively gauge student outcomes; and
* Provide mentorship and guidance to students through regular advising.

For teaching, CHHS faculty shall include SITE data, including student comments, into their assessments.Teaching Labels Defined* **Distinguished***:* Faculty member consistently demonstrates exceptional mastery of subject matter; conveys complex concepts with ease and appropriate depth; presents material in a clear, logical, and highly organized manner; and designs assessment methods that effectively gauge student outcomes. Faculty member utilizes techniques and technologies to create an exceptional learning environment that actively engages students through challenging and innovative teaching methods; and consistently uses accurate and timely oral and written communications with students in a clear and consistent manner. Faculty member consistently provides extraordinary mentorship and guidance to students through regular advising.
* **Skilled***:* Faculty member frequently demonstrates exceptional mastery of subject matter; conveys complex concepts with ease and appropriate depth; presents material in a clear, logical, and highly organized manner; and designs assessment methods that effectively gauge student outcomes. Faculty member utilizes techniques and technologies to create an exceptional learning environment that actively engages students through challenging and innovative teaching methods; and frequently uses accurate and timely oral and written communications with students in a clear and consistent manner. Faculty member frequently provides extraordinary mentorship and guidance to students through regular advising.
* **Baseline***:* Faculty member demonstrates mastery of subject matter; conveys complex concepts; presents material in a clear, logical, manner; and designs assessment methods that gauge student outcomes. Faculty member utilizes techniques and/or technologies to create a learning environment that engages students through appropriate teaching methods; and uses timely oral and written communications with students. Faculty member provides mentorship and/or guidance to students through regular advising or other student interaction.
* **Unsatisfactory***:* Faculty member rarely demonstrates mastery of subject matter; conveys complex concepts; presents material in a clear, logical, manner; and designs assessment methods that gauge student outcomes. Faculty member rarely utilizes techniques and/or technologies to create a learning environment that engages students through appropriate teaching methods; and uses timely oral and written communications with students. Faculty member rarely provides mentorship and/or guidance to students through regular advising or other student interaction.
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| **Chair/Director Comment/Evaluation/Suggestions** |
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| Distinguished | Skilled | Baseline | Unsatisfactory | Not Applicable |

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| **SCHOLARSHIP/CREATIVE ACTIVITY** | **Negotiated Workload (%):** |
| Recognizing the diverse contributions and responsibilities undertaken by faculty in the CHHS, we all strive to reach the highest standards for scholarship/creative activity. Faculty in CHHS who are highly effective in scholarship/creative activities: * Exhibit originality and innovative insights that generate new knowledge and/or understanding;
* Make an outstanding and transformative contribution to their field;
* Produce findings that have potential to shape future scholarly directions;
* Seek funding for impactful scholarship;
* Seek interdisciplinary opportunities and/or involvement of students in projects; and
* Include tangible application and/or contributions addressing real-world challenges.

Scholarship/Creativity Labels Defined* **Distinguished**: Faculty member consistently exhibits originality and innovative insights that generate new knowledge and/or understanding. Scholarship/creative activity results in outstanding contribution to the field with the potential to shape future scholarly/creative activity directions. The faculty member pursues diverse funding for scholarship/creative activity and actively seeks interdisciplinary opportunities that may include students. Scholarship/creative activity consistently results in tangible application and/or contributes to addressing real-world challenges. The faculty member consistently demonstrates scholarship/creative activity planning, data collection, analysis, writing, and research dissemination.
* **Skilled**: Faculty member frequently exhibits originality and innovative insights that generate new knowledge and/or understanding. Scholarship/creative activity results in a contribution to the field with the potential to shape future scholarly/creative activity directions. The faculty member pursues funding for scholarship/creative activity and seeks interdisciplinary opportunities that may include students. Scholarship/creative activity frequently results in tangible application and/or contributes to addressing real-world challenges. The faculty member frequently demonstrates scholarship/creative activity planning, data collection, analysis, writing, and research dissemination.
* **Baseline**: Faculty member produces or has documentation marking considerable progress toward one or more substantive scholarly/creative activities. Faculty member presents a research-related presentation or creativity activity at the state or regional level; authors a non-peer-reviewed publication.
* **Unsatisfactory**: Faculty member has not made progress toward nor produced oral or written documentation toward a publication, grant, special study, presentation, exhibition, or substantive instructional/informational material in the past year.
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| **Chair/Director Comment/Evaluation/Suggestions** |
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| Distinguished | Skilled | Baseline | Unsatisfactory | Not Applicable |

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| **SERVICE** | **Negotiated Workload (%):** |
| Recognizing the diverse contributions and responsibilities undertaken by faculty in the College of Health and Human Services (CHHS), we all strive to reach the highest standards for effective service. Faculty in CHHS who are highly effective in service: * Go above and beyond in contributions to the department/school, college, WKU and/or community and/or profession;
* Serve as a role model for colleagues in service leadership and dedication;
* Provide service contributions that have a transformative impact on the department, college and/or institution;
* Collaborate with colleagues and vested partners, fostering strong connections and teamwork; and
* Demonstrate leadership in mobilizing resources and coordinating efforts for impactful service projects.

Service Labels Defined**Distinguished**: Faculty member consistently goes above and beyond in their contributions to the department/school, college, WKU, and/or profession and/or community service needs. The faculty member actively leads and/or coordinates efforts for impactful service. The faculty member consistently collaborates with colleagues and vested partners to leverage outcomes.**Skilled**: Faculty member frequently goes above and beyond in their contributions to the department/school, college, WKU, and/or profession and/or community service needs. Faculty member is actively involved leading to impactful service. The faculty member frequently collaborates with colleagues and vested partners to leverage outcomes.**Baseline**: Faculty member contributes to the department/school, college, WKU, and/or profession and/or community service needs. The faculty member in involved in service. The faculty member collaborates with colleagues and vested partners in their service.**Unsatisfactory**: Faculty member rarely contributes to department/school, college, WKU, and/or profession and/or community service needs.  |
| **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.
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| **Chair/Director Comment/Evaluation/Suggestions** |
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| Satisfactory | Unsatisfactory |

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| **OTHER COMMENTS****(Including Continuing Professional Development & 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 |