

Guidelines for

***ANNUAL PERFORMANCE REVIEW,
CONTINUANCE,
PROMOTION,
TENURE,
and
POST TENURE REVIEW***



***BOWLING GREEN
COMMUNITY COLLEGE
OF
WESTERN KENTUCKY UNIVERSITY***

Effective January 2008

Revised August 2007

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Introduction

The Bowling Green Community College is only as effective as the performance of its faculty. This document presents qualitative and quantitative criteria to be considered for faculty annual review, continuance, promotion, tenure and post-tenure review. Also included in this document are the following forms:

Annual Performance Review Worksheet (Faculty): this form shall be completed by faculty for the purpose of yearly evaluation and to support an application for continuance, promotion, tenure or post-tenure review. Faculty members are responsible for thoroughly and clearly documenting all contributions. Evaluation at all levels will be based solely upon provided written information. Faculty are strongly encouraged to merge the information submitted on the annual form creating one multi year document to be submitted in support of promotion and/or tenure.

Annual Performance Review-Administrative Evaluation Worksheet (Division Chair/Dean): this form shall be utilized by administration in evaluating faculty annual performance and application for continuance, promotion, tenure or post-tenure review. Completed forms for all considered years must be included as an exhibit to documents submitted by faculty for promotion, tenure and post-tenure review. During this process, compiled forms will be assessed by peer committees.

Annual Performance Review-Peer Evaluation

Worksheet (Tenured Peers within Division): this form shall be utilized by tenured peers within the division for the purpose of determination of continuance. The completed forms will be submitted to the Division Chair. All faculty members that are not tenured must be evaluated for continuation annually.

Checklist: this form may be utilized to assist faculty in preparing documentation in support of continuance, promotion, tenure and/or post-tenure review.

QUALIFICATIONS

FOR

CONTINUANCE

The purpose of continuance is to determine if untenured faculty are fulfilling the expectations for their rank as outlined in this document and are making significant progress towards tenure. Tenured peers within the respective division evaluate the annual performance review worksheets submitted by untenured members of the division. Each peer completes the annual performance review–peer evaluation worksheet and turns it in to the division chair. The division chair then issues a written statement of continuance or non-continuance. This statement will be communicated to individual faculty members via email and a hard copy will be placed in the permanent file.

The process of continuance necessitates that annual performance review worksheets be turned in to respective division chairs prior to the normal deadlines.

QUALIFICATIONS

FOR

PROMOTION

QUALIFICATIONS FOR PROMOTION:

At the point a faculty member is applying for his/her first promotion, all prior teaching or private sector experience will be considered. Thereafter, any previous teaching or private sector experience will not be considered for additional promotions. In special circumstances a faculty member may opt to use previous experience to supersede minimum years of experience at Western Kentucky University when applying for first promotion. However, the faculty member is responsible for clearly demonstrating the value of this experience to the currently held position at WKU. Applications submitted prior to completion of minimal years of experience are heavily scrutinized and must be very meritorious.

A. PROFESSOR:

1. Academic Qualifications:

Earned doctorate in the discipline or a closely-related area

AND

2. Experience:

Minimum of five (5) years of service at the rank of associate professor at any college of Western Kentucky University or university/community college accredited by a regional accreditation association

AND

3. Achievement:

- a. Teaching and Advising Effectiveness: established a sustained record of “exceptional” ranking on performance evaluations in both areas; and
- b. University and Public Service: established a sustained record of “exceptional” ranking on performance evaluations based upon service in both areas; and
- c. Professional development and Scholarship/Creative Activity: established a sustained record of “exceptional” ranking on performance evaluations in both areas.

B. ASSOCIATE PROFESSOR:

1. Academic Qualifications:

- a. Earned doctorate; or
- b. Terminal degree in discipline or related area; or,
- c. Master's degree with eighteen (18) hours in appropriate discipline

AND

2. Experience:

Minimum of five years of service at the rank of Assistant professor at any college of Western Kentucky University or university/community college accredited by a regional accreditation association; or

AND

3. Achievement:

- a. Teaching and Advising effectiveness: established a sustained record of "excellent" ranking on performance evaluations in both areas; and,
- b. University and public service: established a sustained record of "excellent" ranking on performance evaluations based upon service in both areas; and,
- c. Professional development and Scholarship/Creative Activity: established a sustained record of "excellent" ranking on performance evaluations in both areas.

C. ASSISTANT PROFESSOR:

1. Academic Qualifications:

- a. Earned doctorate; or
- b. Terminal degree in discipline or related area; or,
- c. Master's degree in appropriate discipline.

AND

2. Experience:

Minimum of three (3) years of service at the rank of instructor at any college of Western Kentucky University or a university/community college accredited by a regional accreditation association

AND

3. Achievement:

- a. Teaching and Advising effectiveness: established a sustained record of “good” ranking on performance evaluations in both areas; and,
- b. University and Public service: established a sustained record of “good” ranking on performance evaluation based upon service in both areas; and,
- c. Professional development and Scholarship/Creative Activity: established a sustained record of “good” ranking on performance evaluations in both areas.

QUALIFICATIONS

FOR

TENURE

QUALIFICATIONS FOR TENURE:

A. LENGTH OF SERVICE:

1. EVERY faculty member **MUST** apply for tenure during the sixth year of employment as full-time, tenure-track faculty. Faculty may choose to request consideration of no more than three years served as instructor when calculating the total years of employment to qualify for tenure. For faculty who begin employment at the instructor level, the tenure clock must be started no later than the year in which the faculty member achieved the rank of assistant professor.
2. Faculty **MAY** apply for tenure before the sixth year of employment as full-time, tenure-track faculty.
3. An application for tenure may **NOT** be withdrawn if made during the sixth year. An application for tenure **MAY** be withdrawn without prejudice if made before the sixth year.

AND

B. FACULTY RANK:

A faculty member applying for tenure **MUST** hold the rank of at least “assistant professor.”

AND

C. ACADEMIC QUALIFICATIONS:

A faculty member applying for tenure **MUST** possess the educational qualifications set forth herein for the position/rank currently held.

AND

D. ACHIEVEMENT:

A faculty member applying for tenure **MUST** have established a record of “excellent” ranking on annual performance evaluations in the following categories:

1. Teaching and advising effectiveness; and,
2. University and public service; and,

3. Professional development and scholarship/creative activity.

QUALIFICATIONS

FOR

POST TENURE

REVIEW

Refer to University Faculty Handbook.

PERFORMANCE

EVALUATION

CRITERIA

**PART A:
TEACHING AND ADVISING EFFECTIVENESS
PERFORMANCE EVALUATION CRITERIA**

Western Kentucky University and the Bowling Green Community College have targeted three student learning outcomes as part of its Quality Enhancement Plan (QEP) initiative as follows:

- a. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
- b. Students will demonstrate respect for diversity of people, ideas and cultures.
- c. Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society.

In addition, Western Kentucky University has received the new Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. This classification contains two components: Curricular Engagement and Community Outreach and Partnerships. Curricular Engagement describes teaching, learning and scholarship/creative activity which engage faculty, students, and community in mutually beneficial and respectful collaboration. Outreach and Partnerships describes the application and provision of institutional resources for community use with benefits to both campus and community and focuses on collaborative interactions with community and the related scholarship/creative activity.

To achieve these learning outcomes and promote the Carnegie Classification, each faculty member is expected to strive for excellence in the area of teaching effectiveness by combining sound educational philosophy with appropriate pedagogy. In addition, each faculty member is further expected to provide timely and appropriate student advising.

Specifically, each faculty member shall:

- 1. Demonstrate proficiency in academic discipline, including established principles as well as trends. Performance in this area will be measured on the following criteria:**
 - Applying and integrating knowledge and skills obtained from workshops, seminars, conferences, literature review and other instructional-related activities into the classroom experience. *(NOTE: This section is to specifically discuss how you applied and integrated knowledge from professional development (“PD”) opportunities to enhance the classroom experience. It is not meant to be a complete listing of all PD activities which instead should be included specifically in the Professional Development section of this document);*
 - Developing new courses and/or revising course content and methodology as dictated by changes in field; and,

- Updating required course materials, including but not limited to textbooks.

2. Stimulate and enhance student learning. Faculty performance in this area will be measured on the following criteria:

- Providing practical application of subject matter;
- Encouraging independent thinking and critical analysis;
- Developing both oral and written communication skills;
- Utilizing alternative teaching methods and/or incorporating technology into the classroom;
- Promoting sense of fairness and respect in the classroom and other University environments;
- Actively supporting diversity within the academic environment and working effectively and fairly with diverse student constituencies;
- Encouraging and providing opportunities for student engagement in extra-curricular activities, including but not limited to student organizations, peer mentoring, and community service organizations; and,
- Promoting WKU's general education goals and objectives as they apply to your curriculum and the three student learning outcomes of the QEP.

3. Assess student needs and progress, as well as, overall class goals and objectives. Faculty performance in this area will be measured on the following:

- Developing student attendance policy which identifies attendance issues early;
- Implementing both objective and subjective means of student assessment, including but not limited to examinations, papers, and class projects;
- Utilizing entire class time as scheduled by the University, and canceling class only when warranted and appropriately communicated to students;
- Communicating student progress including but not limited to returning students work with appropriate evaluation in a timely and meaningful manner;

- Implementing strategies for assessing student learning outcomes as identified in WKU's Assessment Plan;
- Implementing strategies for achieving WKU's general education goals and objectives as they apply to your curriculum; and,
- Implementing strategies for and assessing student success in the three targeted WKU QEP student learning outcomes as they apply to your department.

4. Provide competent academic advising. Performance in this area will be measured on the following criteria:

- Participating in student advising for periods of priority and normal registration, including the Academic Transition Program;
- Maintaining and posting regular office hours providing reasonable access to students and being responsive to student emails and phone calls concerning advising services;
- Applying and integrating knowledge and skills obtained from workshops, seminars, conferences, literature reviews and other advising related professional development activities into the advising experience.

(NOTE: This section is to specifically discuss how you applied and integrated knowledge from PD opportunities to enhance advising experience. It is not meant to be a complete listing of all professional development activities which instead should be included in Professional Development section); and,

- Possessing and conveying to students accurate information concerning placement testing, general education requirements, program specifics, degree programs, moving to the university, enrolling in main campus classes, academic probation and renewal, and career opportunities and issues.

5. SITE Summary Tables for academic year

Summary of SITE evaluation numbers should be reported as indicated on associated worksheet.

6. Fostering collegiality among division, disciplines and colleagues.

Assessment in this category will be conducted by the Dean based upon your reflective comments and review by your peers.

**PART B:
UNIVERSITY AND PUBLIC SERVICE
PERFORMANCE EVALUATION CRITERIA**

Each faculty member is expected to participate in university and public service activities.

University service is defined in terms of a faculty member's consistent and meaningful participation in division, college and/or university extracurricular activities.

Faculty performance in this area may include but is not limited to the following activities:

- Serving as member/chair of division/college/university committee;
- Engaging students through club, society, fraternity or other student organization activities;
- Preparing grants, proposals or reports to accreditation bodies;
- Attending recruitment functions;
- Implementing marketing for program/division/college/university;
- Completing administrative tasks;
- Organizing and/or presenting workshops or seminars for division/college/university;
- Fostering collegiality among colleagues, divisions and/or disciplines; and/or,
- Conducting student/faculty surveys.

Public service is defined in terms of a faculty member's consistent and meaningful participation in community-based clubs and organizations, workshops, seminars, or other activities in which the faculty member is utilizing his/her professional expertise in a manner which benefits the public and/or encourages student engagement outside the confines of the university.

Faculty performance in this area may include but is not limited to the following activities:

- Conducting activities at other learning institutions, business or community groups in which the faculty member's expertise is utilized;

- Serving as member on community/state/national boards, committees, task forces, councils, commissions or other organizations;
- Consulting that is not compensated or is compensated below market value of the services rendered and utilizes the faculty member's expertise;
- Participating in student engagement activities wherein students interact and provide services to business or community groups;
- Organizing and/or presenting seminars, workshops or conferences for business and community groups; and/or,
- Authoring, editing or reviewing for professional journals or other publications.

**PART C:
PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP/CREATIVE
ACTIVITY
PERFORMANCE EVALUATION CRITERIA**

Professional development is defined as the enhancement of a faculty member's competence in relation to professional responsibilities as a teacher-scholar-administrator.

Faculty performance in this area may include but is not limited to the following activities:

- Maintaining membership in professional organizations;
- Participating in professional organizations and/or activities such as presenter of workshops, conferences, and meetings or as a guest lecturer;
- Attending professional meetings or conferences;
- Participating in studies, programs, seminars, or mini-courses to enhance knowledge in the teaching area; to gain expertise in facilitating learning; to enhance ability to render service to the community college; or to improve productivity in the teaching field; and/or,
- Reviewing literature in the faculty member's discipline.

Scholarship/Creative Activity is defined in terms of activities that result in the discovery of new knowledge, applications, technology and funding, or the integration, assembly and analysis of existing information presented in a new form.

Faculty performance in this area may include but is not limited to the following activities:

- Presenting (paper or poster) scholarly works at local, state, regional or national conferences;
- Participating in studies, programs or scholarship/creative activity supported by extramural funds;
- Developing original work such as: Authorship-articles, textbooks, manuals, chapters in books, or instructional materials;
- Presenting seminars/workshops, etc. (give agency/organization, title, date);

- Producing instructional material (e.g.: lab manuals, demonstrations, web course development, anything that “breaks new ground,” transcends ordinary instructional materials and that ideally involves some peer interaction/review);
- Consulting in field of expertise; and/or,
- Participating in current or ongoing research or scholarship/creative activity not yet published.

PART D:
FACULTY ADMINISTRATIVE RESPONSIBILITIES
PERFORMANCE EVALUATION CRITERIA

Each faculty member is expected to fulfill faculty and administrative responsibilities as required by the University and Bowling Green Community College Handbooks.

Performance in this area will be measured as indicated on the associated worksheet checklist.

**ANNUAL
PERFORMANCE
REVIEW
WORKSHEET**

***FOR
USE BY Faculty
FOR ANNUAL REVIEW
CONTINUANCE,
PROMOTION,
TENURE, AND
POST-TENURE REVIEW***

PERFORMANCE REVIEW WORKSHEET

Faculty Name:

Academic year:

Tenure status:

Faculty Rank:

Date of last promotion:

Part A – Teaching and Advising Effectiveness

- 1. Demonstrate proficiency in academic discipline, including established principles as well as trends.**

(Insert reflective comments here.)

- 2. Stimulate and enhance student learning.**

(Insert reflective comments here.)

- 3. Assess student needs and progress, as well as, overall class goals and objectives.**

(Insert reflective comments here.)

- 4. Provide competent academic advising.**

(Insert reflective comments here.)

5. SITE Summary Tables for academic year.

Summary of SITE evaluation numbers reported as the average % that agree/strongly agree. (NOTE: SITE evaluation information may also be included in the teaching and advising narrative addressed in section 1 -5 above)

Fall of academic year _____

Teaching load for this semester _____

Question	Insert Course Name	Insert Course Name	Insert Course Name	Insert Course Name	Insert Course Name
My instructor displays a clear understanding of course topics.					
My instructor displays an interest in teaching this class.					
My instructor is well prepared for class.					
Performance measures (exams, assignments, etc.) are well constructed					
My instructor is actively helpful.					
Overall my instructor is effective.					
My instructor treats me fairly with regard to race, age, sex, religion, national origin, disability, and sexual orientation.					
My instructor stimulates interest in this course.					
I can apply the information I learned in this course.					
My instructor is able to simplify difficult material.					
My instructor respected my questions and comments in class.					
I would recommend this community college course to my friends.					
My instructor returns papers and exams quickly enough to benefit me.					

Spring of academic year _____

Teaching load for this semester _____

Question	Insert Course Name	Insert Course Name	Insert Course Name	Insert Course Name	Insert Course Name
My instructor displays a clear understanding of course topics.					
My instructor displays an interest in teaching this class.					
My instructor is well prepared for class.					
Performance measures (exams, assignments, etc.) are well constructed					
My instructor is actively helpful.					
Overall my instructor is effective.					
My instructor treats me fairly with regard to race, age, sex, religion, national origin, disability, and sexual orientation.					
My instructor stimulates interest in this course.					
I can apply the information I learned in this course.					
My instructor is able to simplify difficult material.					
My instructor respected my questions and comments in class.					
I would recommend this community college course to my friends.					
My instructor returns papers and exams quickly enough to benefit me.					

(Insert reflective comments concerning SITE numbers and/or student comments for both semesters. Address significant student concerns and, if appropriate, speak to how you plan to make changes in this area.)

6. Goals pertaining to teaching and advising effectiveness.

a. Future goals (long-term and short-term).

(Insert reflective comments here.)

b. Progress on past goals.

(Insert reflective comments here.)

Part B – University and Public Service

1. University Service.

(Insert list of activities and reflective comments here.)

2. Public Service.

(Insert list of activities and reflective comments here.)

3. Goals pertaining to university and public service.

a. Future goals.

(Insert reflective comments here.)

b. Progress on past goals.

(Insert reflective comments here.)

Part C – Professional Development and Scholarship/Creative Activity

- 1. Professional Development.**
(Insert list of activities and reflective comments here.)

- 2. Scholarship/Creative Activity.**
(Insert list of activities and reflective comments here.)

- 3. Goals pertaining to professional development and scholarship/creative activity.**
 - a. Future goals.**
(Insert reflective comments here.)

 - b. Progress on past goals.**
(Insert reflective comments here.)

Part D – Faculty and Administrative Responsibilities

Please check if compliant and elaborate on compliance or noncompliance in the space provided below.

- _____ Maintained suitable and sufficient office hours
- _____ Attended faculty convocation
- _____ Attended one graduation per academic year (indicate which by circling (FALL or SPRING))
- _____ Posted class syllabi on line
- _____ Included QEP link statement in class syllabi
- _____ Submitted grades timely
- _____ Conducted finals at University scheduled times
- _____ Posted class schedules and office hours online or via paper
- _____ Attended BGCC college and division opening meetings
- _____ Participated in performance review of non tenured faculty within your division (applies to tenured faculty only)
- _____ Completed the 5-week freshman assessment.
- _____ Participated in BGCC committees
- _____ Participated in University committees
- _____ Regularly attended division meetings
- _____ Participated in division strategic planning
- _____ Implemented a QEP student success and class assessment plan; performed assessment measures; and made appropriate data based changes to class
- _____ Participated in advising activities for periods of priority and normal registration

- _____ Administered SITE and SGA evaluations according to established procedures
- _____ Accessible to students via a variety of measures
- _____ Maintained grade records for at least one year
- _____ Met scheduled class times
- _____ Notified department head or appropriate personnel of absence from Campus that might interfere with scheduled classes, meetings, etc.
- _____ Participated in the Academic Transition Program activities as follows:

	Fall	Spring	Summer
ACADEMIC TRANSITION PROGRAM participation dates for this academic year			

(Insert elaboration of compliance or noncompliance with any of the above.)

FACULTY SIGNATURE

*Annual
Performance Review-
Administrative
Evaluation
Worksheet*

***FOR
USE BY DIVISION CHAIRS
AND DEAN***

Worksheet for Performance Review (Dean/Division Chair)

Academic year:

Dean:

Division Chair:

Faculty member being reviewed:

DIVISION CHAIR

(PARTS A, B, C AND D ONLY)

RANKING:

- 1-3 Deficient (less than adequate level of performance and extensive improvement necessary)*
- 4-6 Acceptable (merely adequate level of performance and improvement necessary)*
- 7-9 Good (skillful level of performance)*
- 10-12 Excellent (high level of performance)*
- 13-15 Exceptional (superior level of performance)*

Part A - Teaching and Advising Effectiveness

1. **Demonstrate proficiency in academic discipline, including established principles as well as trends.**

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

2. **Stimulate and enhance student learning**

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

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3. Assess student needs and progress, as well as, overall class goals and objectives.

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

4. Provide competent academic advising

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

5. Fosters collegiality among division, disciplines and colleagues.

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

6. SITE Summary Tables for academic year

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

7. Goals

- a. Future goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

- b. Progress on past goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Overall comments for Part A:

Part B – University and Public Service

1. University Service

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

2. Public Service

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

3. Goals

a. Future goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

b. Progress on past goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Overall comments for Part B:

Part C – Professional Development and Scholarship/Creative Activity

1. Professional Development

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

2. Scholarship/Creative Activity

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

3. Goals

a. Future goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

b. Progress on past goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Overall comments for Part C:

Part D – Faculty and Administrative Responsibilities

- 1. Fulfilling faculty and administrative responsibilities as required by the University and Bowling Green Community College Handbooks.**

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Overall comments for Part D:

DEAN

(PART E ONLY)

Part E

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

DEAN

DIVISION CHAIR

FACULTY

*Annual
Performance Review-
Peer
Evaluation
Worksheet*

***FOR USE BY
FACULTY PEER EVALUATORS FOR
THE PURPOSE OF CONTINUANCE***

Worksheet for Performance Review (Peer)

Academic year:

Reviewer's Name:

Faculty member being reviewed:

RANKING

1-3 Deficient (less than adequate level of performance and extensive improvement necessary)

4-6 Acceptable (merely adequate level of performance and improvement necessary)

7-9 Good (skillful level of performance)

10-12 Excellent (high level of performance)

13-15 Exceptional (superior level of performance)

Part A - Teaching and Advising Effectiveness

1. Demonstrate proficiency in academic discipline, including established principles as well as trends.

Place ranking appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

2. Stimulate and enhance student learning

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

3. Assess student needs and progress, as well as, overall class goals and objectives.

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

4. Provide competent academic advising

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

5. SITE Summary Tables for academic year

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

6. Promotes collegiality.

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

7. Goals
 - a. Future goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

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Comments:

b. Progress on past goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

Part B – University and Public Service

1. University Service

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

2. Public Service

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

3. Goals

a. Future goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

b. Progress on past goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

Part C – Professional Development and Scholarship/Creative Activity

1. Professional Development

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

2. Scholarship/Creative Activity

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

3. Goals

a. Future goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

b. Progress on past goals

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

Part D – Faculty and Administrative Responsibilities

- Fulfilling faculty and administrative responsibilities as required by the University and Bowling Green Community College Handbooks.**

Place ranking in appropriate box

Exceptional	Excellent	Good	Acceptable	Deficient

Comments:

REVIEWER

TIMELINE
for
CONTINUANCE,
ANNUAL
PERFORMANCE
REVIEW,
and
POST TENURE REVEIW

Note – The dates listed are as recorded in the WKU Administrative Calendar. Exact timelines for activities will be determined at a later date by division chairs and the dean in accordance with the deadlines set by academic affairs.

TIMELINE for CONTINUANCE: Year 1

February 5: Continuance recommendations due to Dean

February 15: Continuance recommendations due to Academic Affairs

TIMELINE for CONTINUANCE: Years 2-5

September 4: turn in annual performance review worksheets to division chairs.

September 5-6: Tenured faculty within the division examines the annual performance review worksheets and completes the peer evaluation worksheet

September 7: Continuance recommendations due to Dean

?? – Faculty are notified of continuance status

TIMELINE for ANNUAL PERFORMANCE REVIEW

September 15: Turn in annual performance review worksheets to division chairs.

October 5: Division chairs report recommendation to Dean

November 1 -13: Faculty members meet with division chairs to discuss evaluation

November 14: Dean reports recommendations to Academic Affairs

Timeline for POST TENURE REVIEW

This is done at the same time as the annual performance review.

***CHECKLIST,
GUIDELINES,
And
TIMELINE
FOR
PROMOTION
AND
TENURE***

***BOWLING GREEN COMMUNITY COLLEGE
OF WESTERN KENTUCKY UNIVERSITY
CHECKLIST for PROMOTION AND TENURE***

GENERAL

- Application Letter
- Curriculum Vitae
- Copies of signed Division Chair/Dean Performance Evaluation Worksheets for period of evaluation

TEACHING AND ADVISING EFFECTIVENESS

- Teaching Philosophy
- Examples of:
 - how you maintain proficiency in your discipline;
 - how you stimulate and enhance student learning;
 - how you assess student needs and progress; and,
 - how you advise
 - how you foster collegiality within discipline, division, college and/or university
- Checklist of administrative responsibilities
- Copies of all SITE evaluation forms

UNIVERSITY SERVICE

- Examples of:
 - service on division, college and/or university committee;
 - service as advisor for student organization;
 - preparation of grant, proposal, and/or report;
 - participation in recruitment activities;
 - development and/or implementation of program, division, college and/or university marketing;
 - completion of administrative tasks;

- organization and/or presentation at workshops or seminars; and,
- fostering collegiality within discipline, division, college and/or university

PUBLIC SERVICE

- Examples of:
 - utilization of expertise to conduct activities within education, business or community environments;
 - service on community, state or national boards, councils, task forces, commissions or other organizations;
 - participation in student engagement activities; and,
 - participation as author, editor and/or reviewer of publication

PROFESSIONAL DEVELOPMENT

- Examples of:
 - membership/involvement in professional organizations;
 - participation in seminars, workshops or conferences to enhance knowledge of discipline; and,
 - review of current literature in discipline

SCHOLARSHIP/CREATIVE ACTIVITY

- Examples of:
 - participation in studies, programs or scholarship/creative activity supported by extramural funds;
 - development and presentation of discipline –specific materials at workshops, conferences and meetings;
 - development of textbooks, study guides, manuals or other instructional materials; and,
 - completion of discipline-specific research

TIMELINE FOR SUBMISSION

- Application to Division Chair, by September 28th
- Chair's Recommendations to Dean, by October 26th
- Tenure Recommendation to Candidate, by November 15th
- Dean's Recommendation to Provost, by December 3rd
- Provost's Recommendation to President, by January 11th
- Provost Notifies Faculty of Recommendation, by February 13th

GUIDELINES

Faculty members wishing to be considered for promotion and/or tenure should:

1. be well informed about the formal procedures, timelines, and criteria relating to promotion and tenure as outlined in the University and College handbooks;
2. be well informed about specific discipline/departmental/college policies, criteria, and specific requirements relating to promotion and tenure by consulting with your dean and division chair prior to submission;
3. prepare and submit appropriate supporting materials for applications for promotion and/or tenure in accordance with the following standards:
 - i. supporting materials shall be submitted in a single, three-ring binder not more than two (2) inches thick excluding SITE materials;
 - ii. supporting material shall include, at a minimum, a letter of application, a current curriculum vita, performance review worksheet summaries and student SITE appraisal results for the years of service since the last promotion and/or award of tenure;
 - iii. supporting materials shall focus on the quality not quantity of documentation; and,
 - iv. if plastic covers are used to protect the supporting documentation, each cover shall contain no more than one duplexed sheet (may be printed on both sides) or two printed sheets (printed on one side and placed back to back).

GUIDELINES:

***ADOPTION
AND
REVISION
PROCESS***

ADOPTION OF CURRENT GUIDELINES:

1. An ad-hoc committee representative of each division within the Bowling Green Community College (BGCC) shall be appointed by the Dean.
2. The committee shall post a draft of the guidelines to BGCC faculty for a period not less than two weeks for review and comment.
3. The committee shall present a draft of the guidelines to the Dean of the Bowling Green Community College and the appropriate university administration.
4. The committee shall submit the draft of the guidelines to BGCC faculty for final approval. Final approval requires a simple majority of all faculty participating in the vote.

REVISION OF CURRENT GUIDELINES:

1. An ad-hoc committee representative of each division within the Bowling Green Community College (BGCC) shall be appointed by the Dean.
2. The committee shall post a draft of the revised guidelines to BGCC faculty for a period not less than two weeks for review and comment.
3. The committee shall present a draft of the revised guidelines to the Dean of the Bowling Green Community College and the appropriate university administration.
4. The committee shall submit the draft of the revised guidelines to BGCC faculty for final approval. Final approval requires a simple majority of all faculty participating in the vote.