**Keene State College Department of Management**

**Discipline Peer Evaluation Committee**

**Regarding Standards for Evaluation of Professional Performance**

Revision date: Feb. 27, 2024

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The Management Department adheres to the Evaluation Procedures outlined in Article VIII of the current *Collective Bargaining Agreement* and the “DPEC Procedural Guidelines” outlined in the most recent *Faculty Handbook*.

In addition, the Management Department faculty endorses the following clarifications to the DPEC Guidelines:

# For Tenure Track Faculty:

## DPEC Composition:

Every September the Business Management Department will form a DPEC for any faculty member who either chooses or is required to be evaluated. The DPEC will consist of three tenured faculty members who either self-nominate for the position or are chosen by the chair. It should be noted that the current contract indicates that the faculty under review may opt for one outside member in lieu of a department member for their committee if desired.

## Portfolio Development:

Each candidate shall develop a portfolio (consistent with established guidelines within the Collective Bargaining Agreement) containing materials that document his/her teaching effectiveness, service to the College and students, and scholarship and related professional activity.

**Definition and Evaluation of Teaching, Service to the College and Students, and Scholarship and Related Professional Activity:** *(Each area should be addressed in narrative form within the faculty member’s self-evaluation and portfolio.)*

## Teaching Effectiveness

Teaching effectiveness is defined as the ability to convey knowledge and facilitate the learning process whereby students are able and encouraged to develop critical thinking, quantitative/analytical skills, and professional communicative processes while acquiring a knowledge base in the faculty member’s area of study and teaching. While teaching methods and philosophies will tend to vary among faculty, in order to facilitate and promote student learning, the Department expects a faculty member to:

* possess or develop appropriate expertise with the content of courses they teach
* consider the impact of pedagogical practices employed in the classroom
* plan and organize courses, units, and individual lessons so that students will have the opportunity to engage successfully with course and program learning outcomes
* regularly assess student learning and employ multiple methods of assessment
* provide support to students outside of class
* advise students, both formally and informally, relative to both their academic programs and their career goals
* stay current with respect to pedagogical practices, use of technology, and recommended course content
* reflect upon all aspects of his or her teaching in order to improve student learning

**Evidence of teaching effectiveness may include, but is not limited to:**

* Student evaluations
* Peer observations
* Thoughtful reflection on teaching effectiveness, student evaluations, and peer observations with proactive plan to address any issues
* Teaching or student documents that demonstrate preparation for classes such as effective communication with students; effective use of class time; encouragement of responsible, independent, analytic or creative thought by students; academic demands appropriate for the level of the course; fair, careful and prompt evaluation of student work; organization of materials; efforts to improve teaching skills; attention to differences in students’ goals, strengths, weaknesses, and learning styles
* Evidence of availability to students for out-of-the class help
* Demonstration(s) of comprehensive, extensive and current knowledge of subject areas
* Evidence of student learning
* Willing, conscientious, and effective academic advisement
* Creative and effective use of technology in the classroom
* Mentoring students’ professional development (i.e. encouraging membership in professional organizations, attendance at professional meetings and workshops, working collaboratively on projects, etc.)
* The development of new curriculum

**Evaluation of effective advising will include the following:**

* Participating in the major program and College-wide academic advising processes (including course registration, career advising, mentoring, and academic planning (as appropriate))
* Advising students as assigned
* Mentoring students’ professional development (i.e. encouraging membership in professional organizations, attendance at professional meetings and workshops, working collaboratively on projects, etc.)
* Demonstrated knowledge of the Integrative Studies Program, and how students can meet Program requirements
* Demonstrated knowledge of the major program, and how students can meet program requirements

[Click here to return to the DPEC standards for clinical faculty](#_For_Full-Time_Clinical).

## Service to the College and Students

Service to the College and students is defined as participation and service on departmental, school, and campus-wide activities and committees. See individual rank (assistant professor, associate professor, professor) for specific evaluation criteria. Service to the College is not expected of first-year faculty members. The Department expects a faculty member to:

* Identify ways to serve the students, Department, School, and College as one progresses in the tenure process
* Active involvement with a department student organization (
* Provide community service with a demonstrated connection to the faculty member’s professional development and/or departmental goals
* As stated, service to the College is not expected of first-year faculty members but may be considered

Evidence of service may include but it not limited to the following:

* Serving as member of a college task force or college-wide committee
* Serving as chair of the Department, task force, or college-wide committee
* Chairing a professional conference, workshop, or lecture series to be held at KSC
* Advising a student group
* Extensive curriculum development such as developing a new program
* Leadership in assessment or accreditation effort
* Serving in an elected role in the college faculty senate
* Serving on/chairing a search committee at the department or college level
* Serving as a contact for potential transfer students or college recruiting efforts
* Volunteering for department, college, or university special event
* Becoming and acting as an inclusion advocate
* Supervising internships if otherwise not part of regular workload
* Leading or participating in alumni meetings
* Acting as a resource for other faculty related to new initiatives or the use of new technology introduced in the university
* Preparing of department- or college-level grant proposals
* Helping bring new campus initiatives to fruition
* Representing the department or college on public media

[Click here to return to the DPEC standards for clinical faculty](#_For_Full-Time_Clinical).

Scholarship and Related Professional Activity is defined as: service to the profession, publications and professional presentations, curriculum development, and Management consulting. In the management department we value the unique perspective that faculty with a range of industry experience bring to the program to the benefit of our students. Our expectations for scholarship reflect and support this range of nonacademic experience.

Therefore, in addition to traditional academic activities such as peer reviewed publications in scholarly journals, we also support applied scholarship in the form of management consulting (see Boyer, 1997, below) and other professional activities.

Scholarship can be considered to have several subtypes: scholarship of discovery, scholarship of integration, scholarship of application, scholarship of teaching & learning and scholarship of performance and creative activity.\* Please see chart below for a list of acceptable activities. This is not intended to be an exclusive definition of scholarship and obviously does not include everything that might be defined as “related professional activities.” Candidates may propose whatever they feel is appropriate, but they will be expected to explain how their activities fit into either the department’s definition of scholarship or the college’s definition of “scholarship and related professional activities.”

New department faculty, in consultation with their department colleagues, should develop a scholarship plan that describes the type(s) of scholarship in which they will engage, the methods by which the scholarship will be conducted, and the anticipated products of the scholarship. Faculty are expected to sustain a program of scholarship and professional activity and DPEC letters should provide feedback on the faculty member’s plan and progress toward achieving scholarship goals. It is understood that a faculty member’s scholarship plan may change over time as new interests are developed and new opportunities and demands encountered.

In reviewing research and creative activity, both the quality and quantity of work will be considered, but quality will be considered of primary importance. For applied scholarship (non-peer reviewed) the intentions, activities, and impact of the work should be well documented for the purposes of a tenure file.

When a faculty member under review has had extraordinary teaching or service obligations during a significant part of the period under consideration, this shall be taken into account in any judgment of his or her research and creative activity.

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| **Type of Scholarship** | **Purpose** | **Sample Measure of Progress** |
| ***Discovery*** | Build new knowledge through research | |  | | --- | | * published article, book, or textbook * author or co-author of a published book * external grant support * conference presentation | |
| ***Integration*** | Interpret the use of knowledge within and across disciplines | * published article, book, or textbook * external grant support * conference presentation |
| ***Application*** | Aid society and professions in addressing issues and problems | * published article or book * external grant support * conference presentation * leadership role in a professional organization * journal or book editor * reviewer of article or book * consultant to an outside company or government agency |
| ***Teaching*** | Study teaching models and practices to achieve optimal learning | * published article or book * external grant support * conference presentation * developing and testing instructional materials, including Open Source materials * mentoring students who give presentations at professional conferences * design and delivery of a new course |

\*Adapted from Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass & Keene State College Human Performance & Movement Science DPEC guidelines.

## Evaluation Expections

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| **Rank** | **Teaching Effectiveness** | **Scholarship and Professional Activity** | **Service** |
| **Asst. Professor**  *(Each area should be addressed in narrative form within the faculty member’s self-evaluation and within their portfolio.)* | *First-year faculty are not expected to provide direct advising to students.*  Engagement in developing teaching effectiveness, such as making use of on campus teaching workshops and attending conferences devoted to improving teaching  Willingness to explore and adapt innovative teaching methods as faculty increases teaching confidence, settling on those teaching methods which are most effective for him/her  Staying abreast of emerging developments within the profession and incorporating these current developments into the curriculum where appropriate  Responsiveness to peer observations in order to improve teaching  Responsiveness to student evaluations in order to improve teaching  Active engagement in advising and mentoring students while gaining knowledge of both ISP and major program requirements beginning in first year and consulting colleagues as questions arise. | New faculty should continue to work on scholarship in progress at the time of hire (or begin new projects and be able to demonstrate on-going involvement in the professional and scholarly community).  Begin to establish a record of scholarship and related professional activity. | *Extensive service to the College and students is not expected of first-year faculty members.*  Continue to develop working with students during pre-admission, pre-registration, mentoring students’ professional development. |

**Associate Professor (Tenure)**

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| **Rank** | **Teaching Effectiveness** | **Scholarship and Professional Activity** | **Service** |
| **Associate Professor**  *(Each area should be addressed in narrative form within the faculty member’s self-evaluation and within their portfolio.)* | Continue to develop effective teaching practices in order to improve teaching.  Evidence of how a course taught in more than one semester has been refined based upon the faculty member’s reflection and analysis of the course over a period of time  Willingness to explore new pedagogy & program needs. | Established record of scholarship and related professional activity, including work at a: professional level, regional or national level.  Evidence of scholarly growth (e.g., work in a type of scholarship not previously pursued or increased level of activity in an area of prior scholarship).  The expectation is for the faculty member to provide evidence of a minimum of two activities (scholarly or applied) in this area, during the period since hire, or last promotion. | Evidence of consistent & regular record of service to the department, School, College, students, and the larger community.  Evidence of contributions to service in at least one capacity at the school or all-college level, as described above, during the second year of appointment |

**Professor**

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| **Rank** | **Teaching Effectiveness** | **Scholarship and Professional Activity** | **Service** |
| **Professor**  *(Each area should be addressed in narrative form within the faculty member’s self-evaluation and within their portfolio.)* | Strong and consistent record of effective teaching practices in order to improve teaching.  Evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member’s reflection and analysis of the course over a period of time;  Evidence of initiative in teaching (e.g., creation of a new course, implementation of a new pedagogical approach, use of new assessment methods, etc.). | Continued record of scholarship and related professional activity, including work at the highest professional level, national or international level.  Evidence of scholarly growth (e.g., work in a type of scholarship not previously pursued or increased level of activity in an area of prior scholarship).  The expectation is for the faculty member to provide evidence of a minimum of two activities in this area, during the period since last promotion. | Continued record of substantial and meaningful service to the department, School, College, students, and the larger community.  This may include serving a leadership role in the above areas.  Evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year following the second year of appointment.  Evidence of service in at least one leadership position, as described above |

# For Full-Time Clinical Faculty:

DPEC Composition**:**

Every September the Business Management Department will form a DPEC for any faculty member who either chooses or is required to be evaluated. The DPEC will consist of three tenured faculty members who either self-nominate for the position or are chosen by the chair. It should be noted that the current contract indicates that the faculty under review may opt for one outside member in lieu of a department member for their committee if desired.

Portfolio Development**:**

Each candidate shall develop a portfolio (consistent with established guidelines within the Collective Bargaining Agreement) containing materials that document his/her teaching effectiveness, service to the College and students, and of related professional activity and/or certifications as appropriate to the discipline. Additionally, the portfolio should contain a record of continuing development as it related to the candidate’s professional identity.

DPEC evaluations will be conducted in the first and second year of a Clinical Faculty member’s initial appointment, such evaluations due in the dean’s office by June 1 of each year. The dean’s evaluation will be concluded by July 1 of each year. If renewed for a second term, such term will be four years, and a DPEC evaluation will be conducted in the fourth year and due June 1 in the dean’s office. If the Clinical Faculty member intends to apply for promotion, DPEC, dean, FEAC and provost evaluation will be conducted in the fall of the sixth year on the same timeline as tenure-track faculty promotion.

**Definition and Evaluation of Teaching, Service to the College and Students, and Related Professional Activity:** *(Each area should be addressed in narrative form within the clinical faculty member’s self-evaluation and portfolio.)*

Teaching Effectiveness is defined [as above.](#_Teaching_Effectiveness)

Service to the College and Students is defined [as above.](#_Service_to_the)

## Professional Activity:

Clinical faculty are responsible for maintaining certification and/or licensure that is appropriate to the discipline and continuing development that is linked to his/her professional identity. There is no requirement for scholarship for clinical faculty.

## Evaluation Expectations

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| **Rank** | **Teaching Effectiveness** | **Professional Activity** | **Service** |
| **Clinical Asst. Professor**  *(Each area should be addressed in narrative form within the faculty member’s self-evaluation and within their portfolio.)* | *First-year faculty are not expected to provide direct advising to students.*  Engagement in developing teaching effectiveness, such as making use of on campus teaching workshops and attending conferences devoted to improving teaching  Willingness to explore and adapt innovative teaching methods as faculty increases teaching confidence, settling on those teaching methods which are most effective for him/her  Staying abreast of emerging developments within the profession and incorporating these current developments into the curriculum where appropriate  Responsiveness to peer observations in order to improve teaching  Responsiveness to student evaluations in order to improve teaching  Active engagement in advising and mentoring students while gaining knowledge of both ISP and major program requirements beginning in first year and consulting colleagues as questions arise. | *As appropriate, maintain credentials (e.g. CPA, CFA, CMA, PMP, CPHR) through appropriate continuing education opportunities. Continuing development activities that are linked to professional identity.* | *Extensive service to the College and students is not expected of first-year faculty members.*  Continue to develop working with students during pre-admission, pre-registration, mentoring students’ professional development. |

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| **Rank** | **Teaching Effectiveness** | **Professional Activity** | **Service** |
| **Clinical Associate Professor**  *(Each area should be addressed in narrative form within the faculty member’s self-evaluation and within their portfolio.)* | Continue to develop effective teaching practices in order to improve teaching.  Evidence of how a course taught in more than one semester has been refined based upon the faculty member’s reflection and analysis of the course over a period of time  Willingness to explore new pedagogy & program needs. | *As appropriate, maintain credentials (e.g. CPA, CFA, CMA, PMP, CPHR) through appropriate continuing education opportunities. Continuing development activities that are linked to professional identity.* | Evidence of consistent & regular record of service to the department, School, College, students, and the larger community.  Evidence of contributions to service in at least one capacity at the school or all-college level, as described above, during the second year of appointment |

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| **Rank** | **Teaching Effectiveness** | **Professional Activity** | **Service** |
| **Clinical Professor**  *(Each area should be addressed in narrative form within the faculty member’s self-evaluation and within their portfolio.)* | Strong and consistent record of effective teaching practices in order to improve teaching.  Evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member’s reflection and analysis of the course over a period of time;  Evidence of initiative in teaching (e.g., creation of a new course, implementation of a new pedagogical approach, use of new assessment methods, etc.). | *As appropriate, maintain credentials (e.g. CPA, CFA, CMA, PMP, CPHR) through appropriate continuing education opportunities.*  *Continuing development activities that are linked to professional identity.* | Continued record of substantial and meaningful service to the department, School, College, students, and the larger community.  This may include serving a leadership role in the above areas.  Evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year following the second year of appointment.  Evidence of service in at least one leadership position, as described above |