a) effective teaching and the promise of continued progress toward meeting the standards for promotion to Associate Professor. The rank of Assistant Professor can be considered the

from others, Assistant Professors should be building a repertoire of courses and

a) excellent performance in teaching across the range of assigned courses, with

   of teaching represented by the rank of Assistant Professor. To merit promotion to Associate Professor, faculty members must show that they have become accomplished teachers who can effectively perform their share of departmental or programmatic teaching (either alone or in collaboration with others) without the need for substantial assistance or intervention by other faculty members. Such persons will also display the promise of continued development as teachers towards meeting the standards for promotion to Professor.

b) a record of involvement with his or her discipline(s) through ongoing research or creative activity, with evidence of success in advancing some aspect(s) of an

General Expectations for All Faculty: Teaching

Defining itself first and foremost as a community of teachers and learners, Fort Lewis College invites faculty members to share their passion for their disciplines and their understanding of connections between their disciplines and others with colleagues and, most of all, with our students. This commitment to student learning stands at the heart of our mission.

The College expects members of the faculty to fulfill their responsibilities as teachers by facilitating the intellectual or artistic development of their students in scheduled courses and in other contexts (e.g., through independent studies, informal disciplinary and cross-disciplinary advising) in which instruction occurs. The College fosters an institutional climate conducive to the improvement of teaching and learning by encouraging faculty members to discuss their teaching with one another, to invite colleagues to sit in on their courses, and to take advantage of opportunities to teach with others.

his or her *success* as a teacher   is the most important criterion for evaluating the performance of teaching faculty. To receive contract renewal, promotion, tenure, or a positive senior review a member of the teaching faculty must provide evidence of continued success in teaching at a level of accomplishment satisfying the applicable standards at the last rank achieved. No matter how significant they may be achievements in other areas of faculty work cannot counterbalance deficient teaching.

Any evaluation of the teaching of a Fort Lewis faculty member should take into account the following *features of successful teaching*:

> *Motivation and mentoring*
> Through their commitment to and enthusiasm for their subject matter, successful teachers stimulate
> them to become independent

hours and otherwise making themselves available to students for consultation outside of class, conscientiously preparing final course grades in accordance with College standards, and submitting them to the Office of the Registrar on time.

Success in fostering student learning

s ability to enable his or her students to develop as scholars or artists   i.e., to learn. The preceding five considerations collectively aim at this end and take their value from it. Such success will be marked primarily by   the discipline and the quality of their resulting work. It is true that students must do their part as well, but a faculty   help them to do so. Success in teaching   ing care for his or her students and unwavering commitment to their success. No amount of expertise or attention to the individual activities that go into teaching can compensate for an overall lack of success in fostering student learning.

Evaluation of teaching in faculty review

documentation of new courses developed or previous courses significantly
redesigned,
documentation of participation in activities for the improvement of teaching (either
on-campus or off-campus),
letters or other comments from students not already included in the review dossier
file, or
documentation of teaching awards (either internal to the College or external).

Specific English and Communication Departmental Expectations: Teaching

Developing courses outside faculty areas of expertise
Developing new ECD courses or applications for existing courses
Developing expertise with new pedagogical tools, including new software and
technological platforms
Contributing to interdisciplinary programs across campus

General Expectations for All Faculty: Research or Creative Activity

Though necessary for reappointment, promotion in rank, tenure, and positive senior reviews,
successful teaching alone is not sufficient and indeed will be possible, over time, only in the
context of an active scholarly or artistic life. Evaluating the quality of research or creative
activity is one of the most important ways for the College to assess the level of expertise a
faculty member brings to his or her teaching.

Thus, the College expects members of the faculty to remain actively engaged   as participants
and not just as observers   with the continuing conversations and innovations that constitute
the lifeblood of an academic career. Specifically, the College expects its faculty members to
cultivate, over the course of their careers, the scholarly or artistic independence sufficient to
define problems and issues in their areas of expertise, which they then engage in their own
discipline enables one to integrate and
evaluate the elements that constitute both its history and its present developments. The
College expects such developed perspectives to inform the instruction our students receive.
Remaining active as scholars or artists also enables faculty members to bring current
developments in their fields to their teaching, to model for their students a life of involvement

of our faculty, there are many appropriate ways for faculty members to fulfill the expectation that they remain actively engaged with their fields. Specifically, the College endorses the view that research or creative activity whether it is individual or collaborative may originate in any of the four ways described in the report *Scholarship Reconsidered*[1] and summarized below. These broad categories of research and creative activity are not mutually exclusive: a given project may span several areas, and a faculty member may choose to explore various categories at different stages of a professional career.

The Scholarship of Discovery encompasses traditional research that creates new knowledge through original investigation that may be theoretical or empirical, disciplinary or interdisciplinary, or some combination of these. Construed broadly, this dimension of professional development also encompasses the creation of new works of art or musical composition and writing works of fiction, poetry, or creative nonfiction.

The Scholarship of Integration involves the critical evaluation, synthesis, analysis, integration, or interpretation of the research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.

The Scholarship of Application involves applying disciplinary expertise or the results of existing scholarship (produced by oneself or others) to the investigation or solution of intellectual, social, or institutional problems. In the arts it can involve mastering a new performance repertory or exploring a style of creative activity (e.g., a style of painting)

areas of knowledge or expertise, and it demands the same levels of rigor and accountability traditionally associated with the scholarship of discovery or the scholarship of integration.

The Scholarship of Teaching
transform, and extend the skills, methodology, and resources of pedagogy in artistic, disciplinary, or interdisciplinary teaching. It includes research and other creative work that focuses on the improvement of teaching and learning such as developing new pedagogies or pedagogical models that can be applied not only at Fort Lewis College but elsewhere in on

The role of peer commentary and review
Part of what it means to be an active scholar or an artist is to participate in the extended conversation that defines a disciplinary or artistic community. Such participation naturally presents opportunities both to learn from peers and to benefit from their informed

continuing professional development. Effective peer review can occur in many different ways, within and across disciplines, ranging from informal conversations (or e-mail

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[1]E. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton: The Carnegie Foundation, 1990).

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copies of materials developed under the scholarship of teaching (e.g., instructional software packages written, textbooks, editions, or lab manuals, descriptions of demonstration projects developed for use in teaching),
documentati

The concept of *collegiality* in the workplace carries two different connotations. It can be
-workers:
collegiality as *congeniality* or *camaraderie*
colleague in performing his or her share of the common work of the department, school, college,
or University e.g., exchanging ideas, treating colleagues with professional respect, and
advancing shared projects: collegiality as *effectiveness in working with University colleagues*.
The procedures, criteria, and standards used in faculty review as described in the Departmental
expectation statements
requirement that each member of the faculty perform his or her share of the common work
characterized as service. In other words, the expectation is that faculty members *work effectively
with their colleagues* (collegiality in sense #2, above), and interact good-naturedly, congenially,
or harmoniously with others (collegiality in sense #1) in meeting the expectations for service and
other joint endeavors.

Any evaluation of the work of Fort Lewis faculty members according to the criterion of
effective service should be guided by the following considerations.

The broad categories described below encompass the range of professional activities that
faculty members can undertake in order to fulfill their responsibilities in service. Faculty
members are not expected to perform active service in all of these categories in any one
review period or even across an entire career. However, they are expected to demonstrate that
they are effectively performing their share of this important faculty work.

> *Curricular and program development and oversight*
> The Faculty is responsible for curricular design and content, and therefore from time to
> time members of the faculty will be called upon to participate in the evaluation and
> revision of curricula and academic programs. Faculty members also formulate the
> academic requirements and regulations that students must follow in earning their degrees.
>
> faculty members retain primary responsibility for ensuring the integrity of the
> curriculum in its application   e.g., determining whether a student has completed the
> requirements for a major or whether a given course meets the standards for satisfying a
> general education requirement. The effectiveness of this work is guided by a faculty
>   disciplinary practices on a national level, the particular goals of
> an academic program at Fort Lewis College.

> *Student academic advising*

organization, serving as an evaluator, officer, or consultant for an accrediting body or as a member of a departmental evaluation team at another institution, serving as a member of a program committee or conference planning committee, or engaging in other forms of professional community.

Evaluation of service in faculty review

In personnel reviews, the College takes account of the quantity and, more importantly, of the quality

NSF, or FIPSE),