

Environmental Studies

Overall Expectations for Fort Lewis College Faculty

a)

- a) excellent performance in teaching across the range of assigned courses, with convincing evidence that the person has moved beyond the “apprentice” stage 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 established research or artistic agenda beyond the dissertation (or other work completed to satisfy the requirements of the terminal degree). Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Appropriate products of research or creative activity will be determined by the category(ies) in which one has chosen to work—e.g., in some cases one will have made a contribution to a field of inquiry, in other cases the contributions will be directed more towards the scholarship of teaching. To merit appointment as Associate Professor, candidates must also display the promise of continued engagement with their field(s) so as to develop towards meeting, over time, the standards for promotion to Professor.
- c) a record of effective contributions in service including, evidence of effective performance as an academic advisor based on knowledge of the general education curriculum and departmental or programmatic curricula and the ability and willingness to assist students as they plan their academic careers.

To merit promotion to Associate Professor, faculty members must demonstrate that they have participated actively in some aspect(s) of the shared work of the faculty. Faculty should be able to point to contributions in service that have made a positive difference at the level of the department, the school, or the College. More importantly, a faculty’s overall record of service must indicate promise of continued contributions that over time would position him or her to meet the standards for Professor.

- d) improvement in any area(s) of performance identified as needing attention in comments received from a previous review, as applicable.
- e) evidence of accomplishments in any other areas identified in the faculty member's profile.

It is understood that evidence that faculty members are successfully performing their duties should emerge as they address a) - e) in the review. Unless evidence to the contrary is presented in the PAF, it will be assumed that faculty members are exhibiting conduct in accordance with professional and ethical behavior.

To merit promotion from **Associate Professor to Professor**, a faculty member also must present evidence documenting:

- a) sustained outstanding performance in teaching across the range of assigned courses so as to show mastery of the craft of teaching in his or her areas of competence. As accomplished teachers, Professors are expected to display outstanding performance in their own classes and, as reflective practitioners of the craft, should also be able to serve as resources for other faculty members in their own teaching. Even so, Professors are expected to remain committed to their own continuing development as teachers.
- b) a record of sustained engagement with his or her discipline(s) that indicates continued development as a scholar or artist beyond his or her accomplishments at the time of

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.

It follows that the quality of a faculty member's contribution to student learning—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 their students' intellectual curiosity or artistic vision and enable 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

The most important aspect of successful teaching is a faculty member'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 students' active engagement with the discipline and the quality of their resulting work. It is true that students must do their part as well, but a faculty member's fundamental job is to encourage and help them to do so. Success in teaching derives ultimately from a faculty member's abiding 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 Environmental Studies Departmental Expectations: Teaching

Development and implementation of curricula and courses for interdisciplinary programs.

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 work. Developing such a mature perspective on one’s 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 with their discipline(s), and to invite advanced students to participate with them in their research or creative work (which the College encourages faculty to do, where possible).

Any evaluation of the work of Fort Lewis faculty members according to the criterion of *ongoing research or creative activity* should be guided by the following considerations:

A broad definition of research or creative activity

Given the breadth of disciplines, the differences among teaching contexts, and the diversity 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

documentation of technological research or applications (e.g., developing web pages as part of a project in the area of research or creative activity),
documentation of student research one has supervised,
documentation of a play, musical theatre piece, or opera that one directed,
sound or video recordings of performances,
documentation of collaborative research (whether the collaboration involved professional peers or students),
description or other documentation of laboratory or experimental apparatus designed or built,
es,

Scholarship of Teaching:

Presentations on pedagogy and/or analysis of pedagogical techni43.kes,JTETBT1 0 0 1 25464.2367.7

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. Although they are assisted by the Registrar's Office and academic administrators, 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 the following criteria: ()-19(s)-205be6(e)ETBT

programs, administering budgets, or carrying out other administrative duties (e.g., chairing an academic department, directing an academic program, supervising a certificate program, directing a grant, or directing the art gallery). In cases where faculty members are responsible for supervising adjunct faculty members, their work will entail recruiting, selecting, training and mentoring, and evaluating them. Administrative service also encompasses some of the functions of curricular design, assessment, and oversight—e.g., in the work of a department chair to ensure that curricular standards for a major program are upheld consistently through departmental advising, or in the work of a program director to ensure that the students of adjunct faculty members are learning required course content.

Service to departments, schools, or academic programs

This area of service encompasses the various forms of shared work that are particular to academic departments, schools, and programs. Such work is both ongoing (e.g., attending department meetings, managing budgets, serving on departmental committees, directing student honors projects) and episodic (e.g., assisting in a departmental or programmatic review or participating as a member of a search committee). Effective faculty members help to do important shared work.

Service to the College

Faculty who help to do important shared work.

that had not previously been considered, students well served (e.g., through conscientious advising or effective direction of adjunct faculty). Evidence of effective service can be provided through the products of such work and the commentary of colleagues and students.

The following forms of evidence are also relevant to the evaluation criteria employed in reviews. These examples are intended to be neither prescriptive nor exhaustive but rather to illustrate the kinds of additional documentation one may choose to include in their PAF.

- examples of any materials developed for use in student advising and evidence of effective advising (e.g. metrics of retention, graduation rates, student satisfaction, and degree plans for advisees),
- documents produced or other tangible products of work on a departmental or governance committee (e.g., a policy recommendation to which one made a significant contribution as a member of a governance committee),
- documentation of work done in student recruitment or other support of admissions efforts, (e.g. making calls to accepted students, SkyHawk Saturday presentations),
- documentation of work in advising a student organization,
- documentation of work undertaken in academic administration (e.g., work as a department chair, program director,
- documentation of work as a member of a task force or advisory panel,
- documentation of work in identifying, hiring, mentoring, supervising adjunct faculty,
- documentation of work on music juries, Upper-Division Qualifying Examinations, or auditions in the Department of Music,

Departmental Expectation Statement Approval Page

