

a)

- 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 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 work² 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 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.

,WIROORWKEWWKTNOLWRIDIDFOWPHPEHUWRQWULEWLRQWRWESHQWQHIDUQLQJ
success as a teacher² 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 WKLUWESHQWQWOOHFWNOFNLRWRUDUWLWLFMRQDQGHQDEO 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

~~RRSRUDYSHIWDIDHE~~ s ability to enable his or her students to develop as scholars or artists² 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 ~~WGHQWDFWLMHQDHPHQWZNEK~~ discipline and the quality of their resulting work. It is true that students must do their part as well, but a faculty ~~PHPEHUWGDPHQWDOMRELWRHQFRNDHDKG~~ must be able to do so. Success in teaching ~~GHULMOWLPDWHOYURPDIDFOWPHPEHUWELG~~ requires a faculty member's 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 Exercise Science Departmental Expectations: Teaching

Promotion of Ethical values

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

often impossible, to determine its quality with assurance.

Evaluation of research or creative activity in faculty review

At the time of a review, the College expects all members of the faculty² no matter which of the above categories of professional development characterizes their work² to produce tangible evidence of their ongoing research or artistic endeavor that has received favorable comment from disciplinary peers. As a general rule, it is reasonable to expect that high quality professional work will be marked by some combination of the following features:

attention to questions or applications whose relevance can be articulated in light of relevant issues in the field.

clear goals,

adequate preparation,

appropriate methods,

significant or interesting conclusions, results (within the scope of the research), or artistic products, effective

documentation of technological research or applications (e.g., developing web pages as

Presentations on pedagogy and/or analysis of pedagogical techniques, delivered at conferences recognized by the profession
Peer-reviewed publications on pedagogy and/or analysis of pedagogical techniques
Participation in workshop that culminates in the production of novel pedagogical tools and/or resources for discipline or interdisciplinary colleagues

General Expectations for All Faculty: Service

The members of a faculty share intellectual authority over the curriculum and take professional responsibility for its quality. They also assure the quality of instruction the College SURIGHWRLWWEHQWYBHWsPW&HQ&HQ F&D& LQn&AapHQQ)raleo

The broad categories described below encompass the range of professional activities that 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 oversight² 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.,

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

