

Geosciences

Overall

- 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 “apprentice” stage of teaching: with assistance from others, Assistant Professors should be building a repertoire of courses and developing their skills in the classroom, laboratory, clinic, or studio. Progress

- 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

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 promotion to Associate Professor, with evidence of success in completing some substantial aspect(s) of his or her research or artistic agenda. Such evidence will involve products or performances of sufficient quality and quantity to have received favorable peer review. Evidence of continued development as a scholar or artist may comprise more products, better products, or products indicating success in moving into a new area of inquiry or creative work. Through their research or creative work, Professors are expected to have developed a mature perspective on their field(s) that enables them to situate both their own work and the work of their students in the landscape of their discipline(s). Professors are also expected to continue their engagement with their scholarly or artistic discipline(s).
- c) a sustained record of effective contributions in service including evidence of excellent performance as an academic advisor based on thorough 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 Professor, faculty members must demonstrate substantial contributions in service that have advanced some area of this shared faculty work at the level of the department, the school, or the College.

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

students to achieve excellence. By relating their subjects to other areas of inquiry, faculty members show their students how to interconnect the different aspects of their academic work. By illuminating relations between theory and application, faculty members enable students to connect their academic work to other aspects of their lives. By acknowledging the limits to their own expertise, faculty members model academic integrity and demonstrate the need for life-long learning.

Course design

A course whose content is well structured has integrity within a discipline (or across disciplines),

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

summarized below. These broad categories of research and creative activity are not mutually exclusive: a given project may span

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 presentation, and reflective self-critique.

professional peers or

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
Creation of a lab manual that is used by disciplinary peers

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 quali

effective service should be guided by the following considerations.

certificate program, directing a grant, or directing the

Departmental Expectation Statement Approval Page

The attached departmental expectation statement is approved for the year 2015.

[Signature]

Director, Department of *[Signature]*

Date: 8/28/15

Provost Signature: *[Signature]*