

History

Overall Expectations for Fort Lewis College Faculty

As a public liberal arts institution, Fort Lewis College strives to provide quality education to a diverse student body. As a liberal arts institution, we are committed to ensuring our students receive personal attention and mentoring. Thus, all faculty at Fort Lewis share a common identity and dedication to providing a student-centered education. In order to provide quality education, we must recruit and retain quality faculty and establish a common set of guidelines for faculty ensuring our principle aim of developing exceptional Teacher-Scholars.

Fort Lewis College is committed first of all to effective teaching, the College identifies teaching as the primary duty assigned to faculty. All faculty members are expected to maintain a career-long commitment to professional development

- 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 toward meeting the standards for Associate Professor will be shown by increasingly successful teaching performance and increasing independence.

- b) continuing active involvement with his or her discipline(s) as evidenced by a developing agenda of research or creative activity, with the promise of continued involvement in his or her discipline(s) or field of creative activity. Assistant Professor is a transitional rank in terms of research or creative activity. Faculty

Course design

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

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 teaching awards (either internal to the College or external).

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 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

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

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 ion

adequate preparation,

grant,
documentation of professional awards received for excellence in research or creative activity.

Specific History Departmental Expectations: Research or Creative Activity

Scholarship of Discovery:

A program of research evidenced by archival and data collection that leads to publication or presentation of findings in peer-reviewed publications and/or conferences recognized by the profession

Externally funded grant proposals or submission of such grants

Mentoring student led research that leads to presentation or publi

academic requirements and regulations

academic departments, schools, and programs. Such work is both ongoing (e.g., attending department meetings, managing budgets, sponsoring a student organization, 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 advance this important shared work.

Service to the College

Faculty members participate in faculty governance by attending college-wide meetings, and meetings of their departments or schools. Faculty members can serve the College as a whole by taking on formal responsibilities (e.g., on governance committees or faculty search committees) or through informal activities such as assisting at Admissions events, directing a student research symposium, performing or speaking at an alumni event or at an event on campus, or advising student organizations. Faculty members may also serve the College by undertaking activities with external groups that increase the visibility of the College or otherwise advance the College's mission.

Service to the academic profession

This area of professional service includes but is not limited to holding office or some other position of responsibility in a state, regional, or national professional or disciplinary 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 consulting in the service of one's discipline or professional community.

Evaluation of service in faculty review

In personnel reviews, the College takes account of the quantity and, more importantly, of the quality of a faculty member's contribution to service. For example, in addition to attending the meetings of a committee to which one has been elected or appointed (e.g., a search committee), a faculty member is expected to contribute to the work the committee is charged to perform. Thus in commenting on a colleague's service, faculty members should look for specific contributions that the colleague has made: work performed, projects completed, documents drafted, historical perspective or constructive criticism provided, questions raised 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,

Departmental Expectation Statement Approval Page

The attached departmental expectations have been approved through June 2015.

[Redacted signature and date area]

Date 9/26/12

Provost Signature *[Signature]*

my time. A department or program may submit changes to expectations to dean for review at any time.