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

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

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 provides to its students, support one another's scholarly or creative work, and maintain a College-wide culture of inquiry. As participants in the work of our academic community, faculty members contribute to the effectiveness of their colleagues as teachers, scholars, and performing artists; by advising the administration, they also enhance the long-term well being and the common good of their departments, schools, college, and the College as a whole. These fundamental values of academic community provide the context for the expectation that all faculty members will provide effective service to their department, to their school, and to their college as a whole in accordance with their contractual obligations, institutional needs, and their personal and professional interests.

For the purposes of evaluation, *effective service* is defined as applying one's time, talents, and energy to perform or assist others in performing the necessary work of advising, faculty governance, departmental or programmatic admil, u1 0 0 1 381(i)-11(n)-19(5( )-e)-15(,)v-15(,)-19(1(g)-9(o)-

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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

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, 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

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-