

# **Native American and Indigenous Studies**

## **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 rec

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).

### **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





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.

At the same time, the expectations, challenges, styles of presentation and standards for research or creative activity can vary considerably by discipline. Accordingly, the judgments of the members of the review committees and academic administrators regarding a faculty member's research or creative activity should be informed by the advice of departmental colleagues and other knowledgeable peers (as expressed in letters of evaluation), especially regarding such factors as disciplinary norms, the effect on research productivity of doing work with undergraduate research students (e.g., science students involved in summer research), and other relevant conditions within the discipline, department, and/or school. Such advice is particularly important in setting expectations for the quantity of scholarly or artistic productivity in different disciplines.

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.

copies of manuscripts under preparation or under consideration for publication, documentation of presentations to disciplinary or interdisciplinary professional audiences (at Fort Lewis or elsewhere),

copies of presentations made to professional conferences (with indication as to whether those presentations were refereed),

documentation of exhibits, readings of creative writing, recitals,

copies of art gallery announcements or catalogs of gallery shows (including information about whether a show was juried), slides of art works,

offprints or copies of published reviews, articles, or books,

copies of research grants written (funded, unfunded, or currently under review),

copies of materials developed under the scholarship of teaching (e.g., instructional software packages written, textbooks, editions, or lab manuals, descriptions of demonstration projects developed for use in teaching),

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,  
documentation of participation at professional meetings (e.g., membership on panels, responses to papers), or  
documentation of work as the administrator or principal investigator of a College grant,  
documentation of professional awards received for excellence in research or creative activity.

## **Specific Native American and Indigenous Studies Departmental Expectations: Research or Creative Activity**

### **Scholarship of Discovery:**

A program of research evidenced by IRB documentation and/or 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 publication beyond our campus, possibly co-authored between students and faculty  
Posters presented at conferences recognized by the profession  
Presentations delivered at conferences recognized by the profession  
Published articles in peer-reviewed journals  
Published books or chapters in peer- reviewed publications

### **Scholarship of Application:**

Professional consulting in an area of expertise that requires a demonstrated high level of discipline-related expertise  
Participation in community work that produces significant results and is valued by those for whom it is intended to benefit and has a demonstrated high level of discipline-related expertise

### **Scholarship of Integration:**

Extensive literature reviews in peer-reviewed publications  
The critical evaluation, synthesis, analysis, integration, or interpretation of the creative work or research produced by others published in a peer-reviewed publication and/or presented at conferences recognized by the discipline

### **Scholarship of Teaching:**

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





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, 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,  
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,  
documentation of leadership positions held in professional organizations or significant contribution as a member of a committee (e.g., a policy committee, a program committee for a meeting) for a professional organization,  
documentation of service to the academic profession (e.g., report written as chair or member of a review team at another institution, documentation of work as a member of an accreditation team),  
documentation of work as reader or referee for grant applications (e.g., for NEH, NSF, or FIPSE),  
documentation of one's contribution to a College conference,

Departmental Expectation Statement Approval Page

All departmental expectations have been approved in March 2015. The attached

Departmental Expectation Statement is signed by [Signature] on 10/22/15

