



To merit reappointment as an **Assistant Professor**, a member of the faculty must present evidence documenting:

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)



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

## **General Expectations for All Faculty: Teaching**

Defining itself first and foremost as a community of teachers and learners, Fort Lewis College invites

students to achieve excellence. By relating their subjects to other areas of inquiry,  
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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),



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-

time members of the faculty will be called upon to participate in the evaluation and revision of curricula and academic programs.



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

Coordination of student placements for volunteer activities or internships with community non-profit agencies

Service as a professional speaker for local agencies

**Service to the College or Academic Profession:**

Service as a journal reviewer or editor

Contributions to campus centers (e.g., Counseling Center, Health Center, Environmental Center, Campbell Child and Family Center, etc.)

Serving on Student Teacher Portfolio Review Committees



Departmental Expectation Statement Approval Page

All attached departmental expectations have been approved by the dean

Department Chair Signature: Michelle P. [Redacted] Date: 9-25-12

Dean Signature: [Redacted] Department Signature: [Redacted]

time. \*A department or program may submit changes to expectations to dean for review at any time. Subject to approval by both the dean and provost Any changes submitted by a department and program are subject to approval by both the dean and provost

winter term 2015 All expectation statements will need to be re-affirmed during the