

The Writing Program

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 associated with their scholarly or artistic expertise and complementary to their teaching. Within this overall commitment to professional development, faculty members are expected to maintain an active program of research or creative activity that enables them to grow as scholars or artists in their own right, keep abreast of changes in their fields, maintain professional contacts with disciplinary peers, and bring current developments in their field(s) to their students. Research or creative activity may be undertaken independently or in collaboration with colleagues or students.

The College expects its faculty to become members not only of a particular department, program, or school but also of the larger Fort Lewis academic community and to contribute

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) 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 members at this rank are moving from the graduate student’s dependency on others to help create a research or artistic agenda to a more independent status as scholars or artists who are able to identify problems and issues both relevant to others in a field and of personal interest. In so doing, they are able to set their own research or artistic agendas and make progress on them.
- c) effective contributions in service and the promise of becoming a successful academic advisor

Assistant Professors may be encountering the broad scope of faculty work for the first time in a career. They should take advantage of occasions as they arise to begin learning more about a program, department, school, and the College as a whole (through regular attendance at meetings, faculty senate

To merit promotion from **Assistant Professor to Associate Professor**, a faculty member must present evidence documenting:

a)

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

General Expectations for All Faculty: Teaching

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), and reflects the College's prevailing academic standards and expectations. The careful selection of course content, sequencing of learning experiences, identification and development of effective course materials, and crafting of laboratory exercises, individual and group activities, writing assignments, examinations, etc. all facilitate students' learning. Successful teaching leads students to improve their mastery of critical, analytical, creative, or other skills appropriate to the subject matter. The components of a course—e.g., the organizational structure of course material, course expectations, learning outcomes, and grading standards—should be represented clearly and accurately to students in course syllabi. In cases where faculty members are called upon to collaborate with colleagues or with students in the design of courses, their ability to contribute to such joint efforts enhances successful teaching and learning. Finally, successful teaching requires the renewal of existing courses and the preparation of new ones over time. These efforts are guided by faculty members' personal interests and expertise, by the developments in a field, and by the curricular needs of academic programs.

Pedagogy

hours and otherwise making themselves available to students for consultation outside of

ways, within and across disciplines, ranging from informal conversations (or e-mail exchanges) to written comments on published papers or books to comments from judges at a juried art show. Work that has not been exposed in some way to the scrutiny of disciplinary peers may meet the highest standards, but unless such review has occurred it is difficult, and often impossible, to determine its quality with assurance.

Evaluation of research or creative activity in faculty review

At the time of a review, the College expects all members of the faculty—no matter which of the above categories of professional development characterizes their work—to produce tangible evidence of their ongoing research or artistic endeavor that has received favorable 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

offprints or copies of published reviews, articles, or books,
copies of research grants written (funded, unfunded, or currently under review),

Extensive literature reviews and/or review essays in peer-reviewed publications
The critical evaluation, synthesis, analysis, integration, or interpretation of the creative work 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
Participation in workshops that culminate in the production of novel pedagogical tools and/or resources for discipline or interdisciplinary colleagues

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 administration, oversight of adjunct faculty and other personnel, development and oversight of curriculum, and other extra-curricular activities. As citizens of an academic community, faculty members are responsible for performing their share of this labor, which must be accomplished if departments, the schools, and the college are to function effectively and students are to be well served. Because of the importance of service to the educational mission of the College, satisfying the appropriate standard relating to this criterion is a necessary condition for contract renewal, promotion, and tenure.

The concept of *collegiality* in the workplace carries two different connotations. It can be interpreted (1) as a person's ability to get along with or interact harmoniously with co-workers: collegiality as *congeniality* or *camaraderie*. Alternatively, (2) it can mean a person's actions as a *colleague* in performing his or her share of the common work of the department, school, college, or University—e.g., exchanging ideas, treating colleagues with professional respect, and advancing shared projects: collegiality as *effectiveness in working with University colleagues*.

disciplinary groups.

Departmental Expectation Statement Approval Page

Departmental expectations have been approved through June 2015 *

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