

Tenure and Promotion Standards

Department of Educational Foundations

Approved by the department: December 13, 2013
Approved by the COEPS Constituency Committee: December 13, 2013
Approved by Chancellor Richard Telfer: December 13, 2013

The UW-W Department of Educational Foundations seeks to honor and encourage scholarship in all of its meaningful forms. Accordingly, we define scholarship to include the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching (Boyer, 1990). While it is our intention that all faculty members will be held to the defined standard in each of the areas of teaching, non-teaching assignments when applicable, research and creative activity, and public and professional service, an individual's path to promotion may and should reflect a unique set of contributions. It is expected that the annual review process (including probationary faculty consultation and decision periods as well as post-tenure reviews) will inform a candidate regarding his or her performance and progress toward meeting the promotion standards. That is, evaluation relevant to promotion should be ongoing throughout time in rank.

These standards comply with the UW-Whitewater faculty personnel rules, and the University Handbook, Section VI-F, Chapter III, C, 4, Rules Governing Faculty Appointments Under UWS3.

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE; PROMOTION TO ASSOCIATE PROFESSOR FOR ONE WHO ALREADY HAS TENURE; AND AWARDED TENURE TO ONE WHO ALREADY HAS THE RANK OF ASSOCIATE PROFESSOR

In order to be promoted to associate professor, a candidate must demonstrate a record of effectiveness in the areas of teaching, non-teaching assignments when applicable, research and creative activity, and public and professional service as described in the following pages. These standards are intended as guidelines written in alignment with the UW-Whitewater Faculty Personnel Rules (2006), the COEPS Tenure and Promotion Standards (2012), and the UW-Whitewater Tenure and Promotion Standards (2005). Ultimate interpretation and application of the standards rests in the hands of tenured faculty.

I. TEACHING

A. General expectations:

Since excellence in teaching is the primary mission of the university, faculty are expected to establish themselves as quality instructors, show evidence of a clear commitment to the continued improvement of instruction, and serve as appropriate role models for teachers and future teachers. All faculty members, even those with non-teaching responsibilities, must teach at least six courses during their probationary period. Characteristics of effective teaching should include:

- Facilitating students' understanding by demonstrating a willingness and ability to help students reflect, personalize, and integrate course content with their field, teaching, and/or life experiences
- Demonstrating an ability to effectively utilize a variety of instructional methodologies including research-based high impact practices
- Starting and ending their classes on time, promptly returning student work with appropriate feedback, and demonstrating a willingness to adapt their schedules to provide adequate time to meet individually with students to discuss their concerns
- Demonstrating sensitivity to student concerns and needs
- Undertaking initiatives aimed at the improvement of instruction
- Developing new courses and/or instructional materials and/or software packages, and/or assessment procedures
- Attending in-service workshops and seminars on the improvement of teaching and/or student learning
- Demonstrating successful interaction and consultation with experienced practicing professionals within educational settings
- Effectively advising undergraduate and/or graduate students.

B. Documentation

Faculty must submit evidence of effectiveness in teaching in accordance with the Standard Classification of Performance Data. Faculty must include the following as evidence of effective teaching:

- Student evaluations of courses taught
- Faculty peer evaluations
- Evidence of effective student advising (unless the faculty member is exempt from advising)

- Any additional material the faculty member feels provides important evidence of quality teaching.
1. **Student Evaluations:** The results from a department-approved evaluation form (Appendix A for current form) for each semester's courses must be included following department-approved procedures. Course averages for all courses during the period in rank must be included. Statements of explanation that highlight specific circumstances such as new courses, new format, innovative practices, distance or fully-online formats, small class size or limited response rates, as well as other factors that might impact evaluative outcomes may be attached.

The department approved open-ended student evaluations must be administered in all courses (Appendix B). These evaluations or excerpts from them may be included to further document quality teaching. All open ended responses from student evaluations will be available for the tenured faculty to review. Other additional student evaluations may be administered if the faculty feel they are appropriate for their courses.
 2. **Faculty Peer Evaluations:** Each faculty member will be observed by a tenured member of the department once a semester during their first two probationary years. After that point, probationary faculty members receiving a satisfactory performance rating in teaching in the reappointment process (using the department approved rating system) will be evaluated by peers at least once a year. Those receiving an unsatisfactory rating will be evaluated by peers at least two times a year. Faculty who teach fewer than one course each year will be observed by a tenured member of the department every time he or she teaches. All faculty members are encouraged to seek this observation and feedback from their colleagues on a periodic basis. To place the observations in context of the entire course the faculty member should meet with the observer both before and after the observation to discuss one's teaching in the class (Appendix C).
 - a. The observations are used to determine satisfactory performance of faculty as well as provide formative feedback to probationary faculty.
 - b. For hybrid and/or online courses the format and structure of the observation should be negotiated between the faculty member and the tenured-faculty observer. However, the expectations of effective teaching should remain similar.
 3. **Advising:** Many faculty members are responsible for academic advising for undergraduate students and/or graduate students. Faculty members with these responsibilities are expected to demonstrate evidence of an effective record of advising. Faculty should be available to students for advising appointments and provide accurate and effective feedback and advice.

C. Specific Promotion Standards

The portfolio should be evaluated as a cohesive whole by a committee of tenured faculty members guided by the following criteria:

- a. Student evaluations averaging at or above a department-approved criterion (currently 4.0 for two of the last three years in rank on a department approved evaluation form; see Appendix A). Numerical averages may be interpreted in light of course load, attempts at innovative practice, unusual circumstances, required courses taught, etc.
- b. Criterion level (satisfactory) performance on all four main teaching categories on the department-approved form (organization, presentation, interaction, content) as rated by at least three tenured faculty in the department in peer evaluations during the last three years of one's time in rank (See Appendix C). If three tenured faculty are not available, then the Dean of the COEPS shall appoint tenured faculty from an outside department pursuant to UW-Whitewater Personnel Rules IIIC.4.d.(3).
- c. Satisfactory performance in teaching and efforts toward teaching improvement as evidenced by documentation of careful course planning, efforts to improve teaching, a coherent teaching philosophy, appropriate assessment of student performance, and a commitment to continuous improvement.
- d. Satisfactory performance in advising that demonstrates that the faculty was available to students and provided accurate and effective advice.

II. JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS

Job performance in non-teaching areas will be defined as any professional activity that takes the place of teaching requirements as defined in the teaching section. Such areas include duties undertaken as the coordinator of a program for which a faculty member received a course release. Sabbaticals and grants are not considered non-teaching assignments. Grant activity will be evaluated in the appropriate categories. It is also noted that the weight to be given to non-teaching assignments should be in accordance with the individual's designated responsibilities for each contractual year under review, such that the combined rating of teaching and non-teaching will be weighted in accordance to the percentage allocated to teaching in the document of intent.

Faculty members with non-teaching assignments must also demonstrate effective teaching during their probationary period in order to achieve tenure. A minimum of six courses must be taught by each faculty member before the tenure review. These courses must be COEPS courses evaluated using the Educational Foundations evaluation system.

A. General Expectations

For the University to fulfill its mission, it requires dedicated faculty serving in non-teaching capacities. The department recognizes that the work of these faculty members will be diverse, and that the criteria that gauge success will therefore vary widely according to the faculty member's function and job description. With that caveat, the faculty member is expected to demonstrate substantial, successful outcomes relative to their particular job assignment. Faculty

with non-teaching assignments will also exhibit leadership appropriate to the requirements of the position held and an effective program of activity that supports fellow faculty, staff and students in the University's primary missions of teaching, non-teaching assignments, research, and service to the people of Wisconsin.

B. Documentation

To demonstrate these achievements, a faculty member will submit a portfolio that incorporates but is not limited to the following: documentation of program or course development, professional and community outreach, or University enrichment. The portfolio will also include the following articles or their functional equivalent:

1. Supervisor approved job description (explaining e.g. roles, responsibilities, goals, constituencies)
2. A narrative that documents job performance in connection to criteria listed in the UW-Whitewater Personnel Rules Standard Classification of Performance Data (IIIG 3, a-d).
3. Written letters or evaluations from supervisors as related to the non-teaching assignments
4. Additional documents that provide evidence of annual goals for and the extent to which those goals were met for activities outside of those specified in (2), but are directly related to non-teaching teaching activities and not applicable to research and service.

C. Specific Promotion Standards

Specific promotion criteria will vary with individual faculty contract specific requirements and will include review of the letters of evaluation from supervisors as related to the non-teaching assignments, as determined by the department's tenured faculty on a case-by-case basis.

III. RESEARCH AND CREATIVE ACTIVITY

A. General Expectations:

While teaching is acknowledged as the primary mission of the University, we recognize that exemplary university teachers are committed to continuing professional development and making a scholarly contribution to their field(s) and/or community. Accordingly, it is expected that all faculty will demonstrate professional development and contribution through ongoing study and the production of scholarly and creative work. This may be demonstrated by traditional scholarship of discovery, by scholarship of integration, or by scholarship of application (Boyer, 1990). In making progress toward tenure and promotion probationary faculty are expected to develop a research agenda that contributes meaningfully to one's development, informs one's teaching, and makes a contribution to one's field(s).

Activities that contribute to the world of ideas, and enhance the academic standing of the institution include such things as research projects (disciplinary, cross-disciplinary, or pedagogical), creative endeavors, convention or workshop participation, presentation of papers, publications, receipt of extramural funding (i.e., grants, contracts, etc.) and other endeavors consistent with the faculty member's scholarly interest and expertise and with the needs of the academic program.

B. Documentation

The applicant shall present evidence of ongoing scholarly contributions toward a well-defined research agenda as measured by colleagues, both within and without the College. Primary indicators of such contributions are the publication, presentation, performance, or exhibition of work resulting from the faculty member's research or creative activities. Other types of evidence that might be cited include activities such as lectures, book reviews, essays in anthologies, proceedings, short stories, poems, chapters in a book, web sites, computer software, multimedia productions, major funded grant (i.e. \$10,000 or more), other grant proposals, nationally distributed tested instructional materials, and consultative documents for schools, agencies or businesses. Unlike in the documentation of effective teaching, there are no required components necessary for all faculty to demonstrate effectiveness in research and creative activity. Instead, individual faculty should choose artifacts, in accordance with the Standard Classification of Performance Data, that best demonstrate their own effectiveness.

C. Specific Promotion Standards

- a. While it is difficult to quantify the amount of scholarly achievement required without prescribing specific activity, it is expected that effective faculty research or creative activity will demonstrate achievement commensurate with or exceeding two peer-reviewed scholarly publications or creative activities shared with a broader professional community over the course of the probationary period. These works should be those for which the faculty member is the sole contributor or the contributor of a significant part of the resulting work.
- b. While an individual may choose to pursue either traditional or nontraditional scholarly path, an effective faculty member is required to document productivity commensurate with the expectations described in the previous paragraph. Evidence should be consistent with their documented research agenda and document of intent.

IV. PROFESSIONAL AND PUBLIC SERVICE

A. General Expectations

While it is recognized that teaching is the primary mission of the University, it is also the case that a university cannot function effectively without the ongoing cooperation and collaboration of faculty across a wide variety of concerns and needs. Likewise, the University runs the risk of becoming isolated and irrelevant unless the work there is connected to and useful for the community beyond. Accordingly, faculty are expected to participate meaningfully in the organizational and governmental activities of the department, college, and university, as well as to make connections and contributions to the wider community.

B. Documentation

It is expected that all faculty will participate in and provide quality contributions to the committee activities of the department, college, and university. Additional service activities which demonstrate commitment and contribution may include (but are not limited to) participating in and providing leadership in a professional organization at the state or national level, providing consultative and other professional service to educational organizations and agencies outside the university, presenting in-service activities for faculty and staff, reviewing manuscripts or grant proposals, editing a professional journal, contributing to departmental, college or university reports, and assisting or providing leadership for colleagues, student organizations, and other units within the university.

C. Specific Promotion Standards

- a. While it is difficult to quantify the amount of service required without prescribing specific activity, it is expected that faculty will assume an equitable share of responsibility for departmental, college, and university activities -while also developing their own means of contributing to the campus and wider community. Over the period in rank, each department member will take responsibility for a roughly proportional percentage of required departmental, college and university committee work. The candidate should document not only participation in groups, but contribution to the group and accomplishments of the group.
- b. Examples of service activities other than campus or professional committee work include consulting related to professional assignment, presenter of non-credit continuing education, officer in professional association, manuscript or proposal reviewer, presenter of in-service activity for faculty, staff or students, presentation or service to local or regional group, advisor to student group, or contributor to departmental, college or university reports.
- c. An individual may choose to pursue an individualized service path as approved by the tenured members of the department, while also meeting the needs of the institution and ensuring an equitable division of labor among faculty. It is left to the professional judgment of the tenured members of the department to determine whether the candidate's service record is sufficient to warrant promotion.

PROMOTION TO PROFESSOR; AND AWARDING TENURE TO ONE WHO ALREADY HAS THE RANK OF PROFESSOR

In order to be promoted to professor a candidate must demonstrate a sustained record of effectiveness in the areas of teaching, non-teaching job assignments when applicable, research and creative activity, and public and professional service, and demonstrate outstanding achievement in at least one area. Candidates are expected to identify one area (teaching, non-teaching assignments when applicable, research and creative activity, or public and professional service) where they have consistently and significantly exceeded the standards described below and must provide evidence of an outstanding reputation in this chosen area. These standards are intended as guidelines written in alignment with the UW-Whitewater Faculty Personnel Rules (2006), the COEPS Tenure and Promotion Standards (2012), and the UW-Whitewater Tenure and Promotion Standards (2005). Ultimate interpretation and application of the criteria rests in the hands of tenured faculty.

I. TEACHING

A. General expectations:

Since excellence in teaching is the primary mission of the university, faculty are expected to establish themselves as quality instructors, show evidence of a clear commitment to the continued improvement of instruction, achieve a record of innovation, and serve as appropriate role models for teachers and future teachers. All faculty members, even those with non-teaching responsibilities, must teach at least six courses during their time in rank. These courses must be COEPS courses evaluated using the Educational Foundations evaluation system. Characteristics of effective teaching should include but are not limited to:

- Facilitating students' understanding by demonstrating a willingness and ability to help students reflect, personalize, and integrate course content with their field, teaching, and/or life experiences
- Demonstrating an ability to effectively utilize a variety of instructional methodologies, including research-based high impact practices
- Starting and ending their classes on time, promptly returning student work with appropriate feedback, and demonstrating a willingness to adapt their schedules to provide adequate time to meet individually with students to discuss their concerns
- Demonstrating sensitivity to student concerns and needs
- Undertaking innovative initiatives aimed at the improvement of instruction, such as team teaching, faculty exchanges, new instructional strategies and observations of master teachers when possible
- Developing new courses, instructional materials, software packages, assessment procedures, etc.

- Attending in-service workshops and seminars on the improvement of teaching and/or student learning
- Demonstrating successful interaction and consultation with experienced practicing professionals within educational settings.
- Effectively advising undergraduate and/or graduate students

B. Documentation

Faculty must submit evidence of effectiveness in teaching in accordance with the Standard Classification of Performance Data. Faculty must include the following as evidence of effective teaching:

- Student evaluations of courses taught
- Faculty peer evaluations
- Evidence of effective student advising (unless the faculty member is exempt from advising)
- Any additional material the faculty member feels provides important evidence of quality teaching and a record of innovation.

- 1. Student Evaluations:** The results from a department-approved evaluation form (Appendix A for current form) for each semester's courses must be included following department-approved procedures. Course averages for all courses during the period in rank must be included. Statements of explanation that highlight specific circumstances such as new courses, new format, innovative practices, distance or fully-online formats, small class size or limited response rates, as well as other factors that might impact evaluative outcomes may be attached. The department approved open-ended student evaluations must be administered in all courses (Appendix B). These evaluations or excerpts from them may be included to further documenting quality teaching. All open-ended responses from student evaluations will be available for the tenure faculty to review. Other additional student evaluations may be administered if the faculty members feel they are appropriate for their courses.
- 2. Faculty Peer Evaluations:** Although all faculty members are encouraged to seek peer observation and feedback from their colleagues on a periodic basis, faculty members being promoted to professor must be observed by a tenured member of the department at least twice during their last two years in rank. To place the observations in context of the entire course the faculty member should meet with the observer both before and after the observation to discuss one's teaching in the class (Appendix C).
 - a. The observations are used to determine satisfactory performance of faculty as well as provide formative feedback to tenured faculty.
 - b. For hybrid and/or online courses the format and structure of the observation should be negotiated between the faculty member and the tenured-faculty

observer. However, the expectations of effective teaching should remain similar.

3. **Advising:** Many faculty members are responsible for academic advising for undergraduate students and/or graduate students. Faculty members with these responsibilities are expected to demonstrate evidence of an effective record of advising. Faculty should be available to students for advising appointments and provide accurate and effective feedback and advice.

C. Specific Promotion Standards

- a. Candidates for professor are expected to continue to demonstrate a high level of instructional ability and a clear commitment to the continued improvement of instruction. Candidates should explore innovations in their own teaching. They are expected to provide models of good teaching for others and leadership in curriculum development.
- b. In order to be promoted to professor a candidate must demonstrate continued criterion level performance in all areas, and significantly exceed those standards and provide evidence of an outstanding reputation in at least one of the areas. If the selected area is teaching the candidate is expected to demonstrate extraordinary efforts in teaching, e.g., program and curriculum development, mentoring junior faculty teaching efforts, innovative practices in teaching, exceptional results.
- c. The portfolio should be evaluated as a cohesive whole by a committee of tenured faculty members guided by the following criteria:
- d. Student evaluations averaging at or above a department-approved criterion (currently 4.0 for two of the last three years in rank on the Purdue form Appendix A) on a department approved evaluation form. Numerical averages may be interpreted in light of course load, attempts at innovative practice, unusual circumstances, required courses taught, etc.
- e. Criterion level (satisfactory) performance on all four main teaching categories on the department-approved form as rated by at least two tenured faculty in the department in peer evaluations during the last two years of one's time in rank.
- f. Satisfactory performance in teaching and efforts toward teaching improvement as evidenced by documentation of careful course planning, efforts to improve teaching, a coherent teaching philosophy, appropriate assessment of student performance, a commitment to continuous improvement, and curriculum improvement and development.

II. JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS

Job performance in non-teaching areas will be defined as any professional activity that takes the place of teaching requirements as defined in the teaching section. Such areas include duties undertaken as Department Chair or as the coordinator of a program for which a faculty

member received a release of FTE. Sabbaticals and grants are not considered non-teaching assignments. Grant activity will be evaluated in the appropriate categories. It is also noted that the weight to be given to non-teaching assignments should be in accordance with the individual's designated responsibilities for each contractual year under review, such that the combined rating of teaching and non-teaching will be weighted in accordance to the percentage allocated to teaching in the document of intent.

Faculty with non-teaching assignments must also demonstrate effective teaching; a minimum of four courses must be taught by the faculty member before application for the rank of professor.

A. General Expectations

For the University to fulfill its mission, it requires dedicated faculty serving in non-teaching capacities. The department recognizes that the work of these faculty members will be diverse, and that the criteria that gauge success will therefore vary widely according to the faculty member's function and job description. With that caveat, the faculty member is expected to demonstrate substantial, successful outcomes relative to their particular job assignment. Faculty with non-teaching assignments will also exhibit leadership appropriate to the requirements of the position held and an effective program of activity that supports fellow faculty, staff and students in the University's primary missions of teaching, non-teaching assignments, research, and service to the people of Wisconsin.

B. Documentation

To demonstrate these achievements, a faculty member will submit a portfolio that incorporates, but is not limited to the following: documentation of program or course development, professional and community outreach, or University enrichment. The portfolio will also include the following articles or their functional equivalent:

1. Supervisor approved job description (explaining e.g. roles, responsibilities, goals, constituencies)
2. A narrative that documents job performance in connection to criteria listed in the UW-Whitewater Personnel Rules Standard Classification of Performance Data (IIIG 3, a-d).
3. Written letters or evaluations from supervisors as related to the non-teaching assignments
4. Additional documents that provide evidence of annual goals for and the extent to which those goals were met for activities outside of those specified in (2), but are directly related to non-teaching teaching activities and not applicable to research and service.

C. Specific Promotion Standards

Specific promotion criteria will vary with individual faculty contract specific requirements and will include review of the letters of evaluation from supervisors as related to the non-teaching assignments, as determined by the department's tenured faculty on a case-by-case basis.

In order to be promoted to professor a candidate must demonstrate continued criterion level performance in all areas, and significantly exceed those standards and provide evidence of an outstanding reputation in at least one of the areas. If the selected area is non-teaching, the candidate is expected to demonstrate extraordinary efforts in their specific non-teaching duties as documented in the above-mentioned pieces of evidence.

III. RESEARCH AND CREATIVE ACTIVITY

A. General Expectations:

While teaching is acknowledged as the primary mission of the University, we recognize that exemplary university teachers are committed to continuing professional development and making a scholarly contribution to their field(s) and/or community. Accordingly, it is expected that all faculty will demonstrate professional development and contribution through ongoing study and the production of scholarly and creative work. This may be demonstrated by traditional scholarship of discovery, by scholarship of integration, or by scholarship of application (Boyer, 1990). In making progress toward promotion, faculty are expected to develop a research agenda that contributes meaningfully to one's development, informs one's teaching, and makes a contribution to one's field(s).

Activities that contribute to the world of ideas, and enhance the academic standing of the institution include such things as research projects (disciplinary, cross-disciplinary, or pedagogical), creative endeavors, convention or workshop participation, presentation of papers, publications, receipt of extramural funding (i.e., grants, contracts, etc.) and other endeavors consistent with the faculty member's scholarly interest and expertise and with the needs of the academic program.

B. Documentation

The applicant shall present evidence of ongoing scholarly contributions toward a well-defined research agenda as measured by colleagues, both within and beyond the College and University, thus demonstrating the achievement of significant professional recognition. Primary indicators of such contributions are the publication, presentation, performance, or exhibition of work resulting from the faculty member's research or creative activities. Other types of evidence which might be cited include activities such as lectures, book reviews, essays in anthologies,

proceedings, short stories, poems, chapters in a book, web sites, computer software, multimedia productions, major funded grant (e.g., \$10,000 or more), other grant proposals, nationally distributed tested instructional materials, and consultative documents for schools, agencies or businesses. Unlike in the documentation of effective teaching, there are no required components necessary for all faculty members to demonstrate effectiveness in research and creative activity. Instead, individual faculty members should choose artifacts, in accordance with the Standard Classification of Performance Data, that best demonstrate their own effectiveness.

C. Specific Promotion Standards

- a. While it is difficult to quantify the amount of scholarly achievement required without prescribing specific activity, it is expected that during one's time in rank, an effective faculty researcher will demonstrate achievement commensurate with or exceeding four peer-reviewed scholarly or creative activities that are shared with a broader professional community and achieve significant recognition
- b. While an individual may choose to pursue either a traditional or non-traditional scholarly path, one is required in either case to document productivity determined by the tenured faculty to be commensurate with the expectations described in the previous paragraph. It is left to the professional judgment of the department's tenured faculty members to determine whether the candidate's achievements are reasonably consistent with identified expectations and sufficient to warrant promotion.
- c. In order to be promoted to professor a candidate must demonstrate continued criterion level performance in all areas of performance (i.e., teaching, non-teaching assignments when applicable, research and creative activity, and service), and significantly exceed those standards and provide evidence of an outstanding reputation in at least one of the areas of performance. If the selected area is research, the candidate is expected to demonstrate extraordinary scholarly activity, e.g., a cohesive, productive program of research resulting in multiple major publications or mentoring junior faculty in research projects.

IV. PROFESSIONAL AND PUBLIC SERVICE

A. General Expectations

While it is recognized that teaching is the primary mission of the University, it is also the case that a university cannot function effectively without the ongoing cooperation and collaboration of faculty across a wide variety of concerns and needs. Likewise, the University runs the risk of becoming isolated and irrelevant unless the work there is connected to and useful for the community beyond. Accordingly, faculty members are expected to participate meaningfully in the organizational and governmental activities of the department, college, and university, as well as to make connections and contributions to the wider community. In addition, in order to meet the standards for professor, the faculty member must show leadership in one of the service areas.

B. Documentation

It is expected that all faculty will participate in and provide quality contributions to the committee activities of the department, college, and university. Additional service activities which demonstrate commitment and contribution may include (but are not limited to) participating in and providing leadership in a professional organization at the state or national level, providing consultative and other professional service to educational organizations and agencies outside the university, presenting in-service activities for faculty and staff, reviewing manuscripts or grant proposals, editing a professional journal, contributing to departmental, college or university reports, and assisting or providing leadership for colleagues, student organizations, and other units within the university.

C. Specific Promotion Standards

- a. While it is difficult to quantify the amount of service required without prescribing specific activity, it is expected that faculty applying for the rank of professor will assume substantial leadership roles for departmental, college, and university activities - while also developing their own means of contributing to the campus and wider community. Over the period in rank, each faculty member will take on leadership roles for a roughly proportional percentage of required departmental, college and university committee work. The candidate should document not only participation in groups, but contribution to the group and accomplishments of the group under the faculty member's leadership.
- b. Examples of service activities other than campus or professional committee work include consulting related to professional assignment, assigned advisor or mentor to new faculty, presenter of non-credit continuing education, officer in professional association, presenter of in-service activity for faculty, staff or students, presentation or service to local or regional group, advisor to student group, or contributor to departmental, college or university reports.
- c. An individual may choose to pursue an individualized service path, while also meeting the needs of the institution and ensuring an equitable division of labor among faculty. It is left to the professional judgment of the department promotions committee to determine whether the candidate's service record is sufficient to warrant promotion.
- d. In order to be promoted to professor a candidate must demonstrate continued criterion level performance in all areas of performance (i.e., teaching, non-teaching assignments when applicable, research and creative activity, and service), and significantly exceed those standards and provide evidence of an outstanding reputation in at least one of the areas. If the selected area is service, the candidate is expected to demonstrate extraordinary commitment and/or leadership in various service opportunities, e.g., major university committees, faculty governance, state or national organizations.

Boyer, Ernest (1990). *Scholarship Reconsidered*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Appendix A. Educational Foundations Course Evaluation Form and Questions

Student Evaluations of Teaching Department of Educational Foundations Revised Questions & Procedures, 4/17/13

I. Common core items (to be used by all instructors for all courses):

1. My instructor was well prepared for class.
2. My instructor stimulated interest in the course.
3. My instructor made good use of examples and illustrations.
4. The climate of this class was conducive to learning.
5. My instructor provided meaningful feedback on assignments and tests.
6. The instructor demonstrated interest and concern for student learning.
7. The instructor demonstrated excellent knowledge of the subject.
8. The instructor demonstrated interest and enthusiasm for the subject.
9. The instructor showed respect for students.
10. This course had a meaningful impact on my professional development.
11. This course effectively challenged me to think.
12. This course was a significant and meaningful learning experience for me

Appendix B. Open-Ended / Written Student Evaluations

Student Evaluations of Teaching Department of Educational Foundations Revised Questions & Procedures, 4/17/13

II. Open-ended questions (to be administered by all instructors for all courses):

1. What aspects of the course contributed most to your learning?
2. What could the instructor do differently to facilitate you learning in this course?

Appendix C. Educational Foundations' Faculty Member Observation Reports--Teaching:

Each faculty member will be observed by a tenured member of the department once a semester during their first two probationary years. After that point, faculty members are to be observed a minimum of once per academic year until promotion and tenure. Post-tenure faculty members are encouraged to seek this observation and feedback from their colleagues on a periodic basis.

Before the actual observation, the faculty member to be observed should meet with the observer to share the course syllabus, readings, assignments, and goals for the course. This should take place near the beginning of a semester so the faculty members can select a mutually agreed upon session for the observation or observations. The observer should be provided with the objectives, readings, and assignments for that particular session beforehand. It is important that these observations and evaluation take place within the context of the entire course. In addition to being an observation of teaching style, these meetings and observation provide an opportunity to receive feedback on course organization, content, objectives, assignments, and other aspects of course design. At the end of the class period, the faculty member being observed will leave the room, and the peer evaluator will select a group of students to serve as a focus group in order to gain student feedback on the faculty member's effectiveness in teaching.

After the observation, the observer should complete a draft of the faculty evaluation form which is then shared with the observed faculty member. The two should then meet to discuss the observation, and a final version of the form should be completed by the observer and signed by both.

The observations are used to determine satisfactory performance of probationary faculty focusing on four major categories of teaching as well as provide formative feedback to both probationary and tenured faculty:

1. Organization: providing a definitive plan for the lesson that is responsive to immediate needs and special interests of the students;
2. Presentation: clearly communicating with students and using appropriate instructional methods;
3. Interaction: establishing and maintaining productive student-teacher relationships through encouraging student involvement, accepting and respecting student opinions, demonstrating sensitivity to students, and supporting the uniqueness, individuality, and personal and academic growth of all participants; and
4. Content: demonstrating commitment to one's discipline and evidence of currency in the research and practices of one's field.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY MEMBER OBSERVATION REPORT -TEACHING

Name of Faculty:

Date / Time of Observation:

Name and Number of Course:

I. ORGANIZATION

COMMENTS:

_____ Satisfactory _____ Needs Improvement

II. PRESENTATION

COMMENTS:

_____ Satisfactory _____ Needs Improvement

III. INTERACTION

COMMENTS:

_____ Satisfactory _____ Needs Improvement

IV. CONTENT

COMMENTS:

_____ Satisfactory _____ Needs Improvement

V. ADDITIONAL COMMENTS:

Overall rating:

_____ Satisfactory _____ Need Improvement

This evaluation form and its contents have been discussed with me and I understand its content:

Faculty Member Date

Observing Faculty Member Date