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**College of Education and Professional Studies**

**Reappointment/Tenure/Promotion/Post Tenure**

**Professional Record Guidelines**

**and**

**Faculty Performance Standards**

**College of Education and Professional Studies**

**Faculty Performance Standard**

**For Reappointment, Tenure, Promotion, and Post-Tenure Review**

College of Education and Professional Studies faculty members contribute to the mission of the college in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and the CEPS recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship and service. Faculty work is guided by the missions of the University and CEPS, professional standards in ones expertise field, and University and specific program accreditation standards.

Additionally, Section 21.4 of the CWU/UFC CBA states, “The Professional Record shall be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete at the time of submission to the dean. Professional Records will contain a current CV, workload plans, annual faculty activities reports, performance evaluations, SEOIs, evaluation letters from prior evaluation periods, and any additional materials required by departments. Other material reflective of a faculty member’s teaching, scholarship, or service may be included at the faculty member’s discretion (e.g., peer evaluation letters, copies of papers/abstracts).”

The professional record is submitted to the department chair in compliance with Section 21.6.1 of the CWU/UFC CBA, which states that, “Candidates for any one of these processes [reappointment, promotion, tenure, and post-tenure review] must submit an updated, complete Professional Record, to the department chair, according to the dates specified by the academic calendar. The file will be considered a working file while under review by the department. Updated information on the change in status of any listed item or activity may be forwarded to the chair for inclusion in the file.”

The College of Education and Professional Studies criteria for faculty performance is presented in the following sections of this document. Department criteria for faculty performance will align with the disciplinary standards for the department and with the University and CEPS criteria and standards (CBA Article 21). Department criteria may require a higher but not lower standard than CEPS. In the case that a department standard is higher than CEPS, these department standards become the minimum criteria these department faculty will be evaluated by.

The **CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review (PTR)** policy (<http://www.cwu.edu/~ceps/pol-pro-form.html>) complies with the university performance standards in that the accumulated record from the last promotion is reviewed. In order to quantify ***sustained contributions*** and ***sustained professional activities*** and ensure consistency across programs and departments, the CEPS scholarship policy for Reappointment, Promotion, and Tenure requires that faculty members achieve a minimum of 5 items during the most recent five-year period: at least 2 from Category A and 3 from Category A or B. Category A and B items are defined in this document. Further, at least one item from category A must be a peer-reviewed publication in a professional journal related to ones teaching assignment at CWU.

For PTR, performance in the three areas of professional responsibility is typically expected unless otherwise outlined in accumulated work load plans. Tenured faculty will be reviewed every **five** years. To meet the scholarship standard for CEPS, tenured faculty members are expected to complete at least four items from Category A or B during the previous **five** year review period, unless otherwise outlined in the approved accumulated workload plans.

Section 14,4.7 of the CBA (2009-2013) states, *“Faculty workload shall be determined with the expectation that tenure and tenure-track faculty will have the opportunity to meet the established criteria for reappointment, promotion, tenure, and post-tenure review. Unless otherwise requested by the faculty member and approved by the chair and dean, tenure-track faculty will be provided a minimum of six (6) workload units of scholarship per year.”*  This means that, in collaboration with an individual’s department chair and approval by the dean, a faculty member can opt to not include scholarly activities in his/her workload plan and to do more teaching and/or service. This option should only be used by full professors since scholarly activities are expected for reappointment, promotion, and tenure.

Additionally, with administrative approval, a provision may be included in the area of scholarly activities for full professors who have been moved to a new department unrelated to that in which they were hired and tenured. This provision will allow for course preparation and general research (not leading to a product) to be included in the teaching portion of an individual’s work plan.

**Reappointment Criteria:**

21.2.1 Probationary tenure-track faculty shall be evaluated during the second (2nd), fourth (4th), and sixth (6th) years of their probationary period. A third (3rd) or fifth (5th) year evaluation may be requested by the department personnel committee, the department chair, the college personnel committee, or the dean if a faculty member’s performance is judged to be substandard or deficient in the second (2nd) or fourth (4th) year review cycle. Any time an evaluation is judged to be substandard or deficient; the faculty member shall meet with their chair and department personnel committee and develop a plan for rectifying any noted issues. Evaluation for reappointment shall occur during fall quarter as established in the Academic Calendar (CWU/UFC CBA).

The **CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review** policy requires documentation of the following:

(a) Exemplary performance in teaching, with demonstrated respect from faculty colleagues, administrators, and students. Exemplars in teaching include substantial evidence that the faculty member makes ongoing enhancements of his or her courses and instruction, stays up-to-date in the field and the pedagogy related to the specific field, makes substantive positive contributions to and enhances programmatic quality, and positively contributes to University, CEPS, CTL (if applicable), and program accreditation work. The faculty member also uses multiple assessment strategies to assess and promote student learning. Performance well exceeds the minimum requirements.

1. Exemplary performance in scholarship, with an exemplary accumulated record of peer-reviewed publications or juried exhibitions/performances, and substantive scholarly contributions to the profession. Excellence in scholarship demonstrates that the faculty member well exceeds the minimum university and college criteria.
2. Exemplary performance in service, with a record of sustained positive contributions to the University and CEPS, as well as to ones profession and the community. Performance well exceeds the minimum requirements.

**Tenure and/or Promotion in Rank:**

To achieve tenure, which is the right to continuous appointment at the university, and promotion, the faculty member will establish a positive and cumulative performance record in teaching, scholarship, and service.

Only tenure-track faculty who are appointed to the academic rank of assistant professor or higher are eligible for tenure. Eligible faculty members will stand for tenure no later than the sixth (6th) year of full-time employment with the University. Extensions may be approved by the Provost for reasons such as major illness, extenuating circumstances, or situations, which require a faculty member’s extended absence from full-time service. (CBA 21.3.1).

A positive tenure decision is based upon faculty performance in meeting the criteria established by the department, college, and university. Tenure is awarded when a pattern of expected performance is demonstrated in teaching, scholarship, and service. In addition, various levels of evaluation indicate that the faculty member’s performance in the three areas will continue in the individual’s on-going career at Central Washington University. The expectation is that the faculty member will continuously positively contribute to and comply with the missions of the University, Academic and Student Life, and CEPS. The University, Academic and Student Life, and CEPS will support and recognize the faculty member’s professional work where there is mutual benefit.

Tenure and Promotion to Associate Professor. Tenure and promotion to associate professor occur at the same time. Both tenure and promotion to associate professor require that the faculty member demonstrate a positive performance record of: (a) effective teaching; (b) an established scholarship record that includes peer-reviewed publications; and (c) significant service to the university, engagement with ones professional organizations, and increasing professional contributions to the community.

Early Tenure and Promotion: Section 21.3.3 of the CWU/UFC CBA states, “A faculty member may, when circumstances make it justifiable, be considered eligible for tenure prior to the expiration of a six (6) year probationary period with the University under the following situations:

(a) Faculty members appointed to the academic rank of assistant professor or higher may serve a probationary period of at least four (4) years if, at the time of appointment, they have completed at least two (2) years of appropriate professional activities as recommended by the Dean and approved by the Provost. Any period of prior service must be specified in the initial appointment letter. The tenure decision will be based on performance at Central Washington University.

(b) Faculty who demonstrate exceptional achievements in all three elements of professional responsibility (teaching, scholarship/creative activities and service) may be considered for tenure and promotion [to associate professor] as early as the fourth (4th) year of a six (6) year probationary period, or the third (3rd) year of a four (4) year probationary period, if supported by the department chair and department personnel committee in consultation with the Dean. Faculty may only pursue early tenure and promotion once pursuant to this subsection. In the event that a faculty member is not granted early tenure and promotion, he/she will be considered for tenure and promotion again at the conclusion of his/her probationary period. Refusal to consider or award early promotion and tenure may not be appealed through the grievance procedure or any other review procedures established in this Agreement.

Promotion to Professor: Promotion to the rank of Professor is aligned with Section 21.3.4 of the Central Washington University/United Faculty of Central Collective Bargaining Agreement for 2009-2013, which states, “Faculty who demonstrate exemplary performance in all three (3) elements of professional responsibility (teaching scholarship/creative activities and service) may be considered for promotion to full professor in their fifth (5th) year in rank as an associate professor at Central Washington University.” The CEPS promotion policy is also aligned with the university performance standards, which state (emphasis added):

 “Promotion to the rank of Professor recognizes excellent teaching that commands the respect of the faculty and students; an ***accumulated record*** of superior peer-reviewed scholarship since the previous promotion; and ***sustained contributions*** to university life, and increasing service to professional organizations and/or the community… It includes ***sustained professional activities*** leading to regular publication, performance, formal presentation, or external funding in the field of the faculty member’s academic assignment. Scholarship is characterized by external peer review and dissemination outside the university” (<http://www.cwu.edu/~avpfa/promotion.html>).

**Post-tenure Review**

Section 21.2.3 of the CWU/UFC CBA states, “In the fifth (5th) year following the granting of tenure, faculty, including those in phased retirement, will submit their Professional Records for Post-TR during the fall quarter, and every fifth (5th) year thereafter, as established in the Academic Calendar. Promotion in rank shall be considered the equivalent of Post-TR, and a subsequent Post-TR will occur five (5) years following the promotion.”

Post-tenure review assesses if the faculty member is sustaining a level of performance that is expected at his/her rank in teaching, scholarship, and service. The faculty member’s work must reflect the University, Academic and Student Life, and CEPS missions, as well as the University, CEPS, and program accreditation standards.

**CEPS Personnel Committee:**

* Use this document to objectively check areas of teaching, scholarship, and service
* Compare evidence to the CEPS standard and verify evidence meets CEPS standard
* Provide concurrence when appropriate for Reappointment, Tenure, Promotion, and Post-Tenure Review

**Performance Criteria:**

* The following College of Education and Professional Studies criteria for Teaching, Scholarship, and Service are the minimum Faculty Performance Standards.

**TEACHING POLICY**

Introduction

We believe that the Teacher-Scholar is critical to our mission, which is:

To prepare competent professional and enlightened leaders who will contribute to and influence their respective professions; professionals and leaders who will commit themselves to socially responsible citizenship in a diverse global society.

The Teacher-Scholar embraces the construct that quality teaching, curriculum development and delivery, and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.

Preamble

Teaching is a noble enterprise in that we prepare students for life beyond the university. Teaching encompasses our content and engages students in investigation, problem resolution, critical thinking, information literacy, diversity of knowledge and thought, and responsible citizenship. When students learn with enthusiasm and are enticed by our teaching, the faculty member’s work in discovery, integration, and application is significant and far-reaching.

Merits of Teaching

Objective consideration of teaching will be based on the self-reflective statement, peer observation (effective Fall 2013) and Student Evaluations of Instruction (SEOI).

# The following questions provide a guide to consider when establishing faculty teaching goals:

Syllabi

1. Does each course syllabus include course content, teaching methods, course outcomes, assessment strategies/measures, schedule of topics, and student requirements?

Curriculum

1. Does the faculty member frequently review and, when appropriate, revise his/her courses?
2. Has the faculty member developed and/or worked with other faculty members to develop new courses that improve the overall curriculum?
3. Has the faculty member been involved in a significant way with program review and, when appropriate, revision?
4. Has the faculty member made significant contributions to program development?
5. Does the faculty member frequently consult with other faculty members in both his/her own department and other departments concerning programs and/or courses to ensure curriculum coordination and quality?

Instruction

1. Does the faculty member use varied instructional strategies to enhance student learning?
2. Does the faculty member appropriately use information technologies in courses?
3. Does the faculty member deliver courses through distance education?
4. Does the faculty member teach at CWU sites beyond his or her “home base” ? (Example: “Homebase” is Ellensburg; faculty member teaches a course at CWU-Wenatchee.)

Assessment

1. Does the faculty member use SEOI data, including student comments, for teaching improvement or enhancement?
2. Does the faculty member ask for peer review of his/her courses and teaching? Does the faculty member use peer review for teaching enhancement?
3. Does the faculty member use data from student practica, internships, and other field experiences to enhance his or her courses?
4. Is the faculty member involved in state, regional, and national professional societies, which provide standards for curriculum in the discipline? Does the faculty member use state, regional, and national standards to ensure that the curriculum is up-to-date and meeting student and employer (or graduate school) requirements?
5. Does the faculty member collaborate with colleagues to assess student program entry standards and exit criteria?
6. Does the faculty member have evidence that students have learned and have the knowledge and skills that are intended for the program/course?

Student Engagement

1. Does the faculty member involve students in undergraduate research and dissemination opportunities, such as SOURCE?
2. Does the faculty member involve graduate students in research and dissemination opportunities, such as conference presentations?
3. Does the faculty member provide quality course-related advising or mentoring to students?
4. Is the faculty member involved in student practica and internships?

Student Advising and Mentoring

1. Does the faculty member advise students in the major or minor? How many students? What evidence do you have that your advising is high quality and meets students’ academic needs?
2. Is the faculty member available to advise students who are enrolled in his/her courses? How many students does the faculty member see during an academic year (estimate)? What evidence do you have that your course-related student advising meets students’ academic needs?
3. Do you mentor students? What evidence do you have to show that your mentorship contributes to the students’ academic and personal development?

Faculty Engagement

1. Does the faculty member seek and participate in professional development activities, which enhance his or her curriculum and instruction?
2. Does the faculty member positively contribute to the curriculum of the program by collaborating with his or her colleagues?

Faculty partnerships

1. Does the faculty member cultivate partnerships that support the classroom experience? For example guest lectures, student service learning opportunities, skype in professionals etc

##  Scholarship Policy

## Introduction

We believe that the Teacher/Scholar Balance in the College of Education and Professional Studies is adaptable to our scholarly activities and pursuits.

# Preamble

Scholarship encompasses a broad range of study, has deliberate focus, and makes a contribution in a field or related field, as well as to our students. The scholarly contribution is measurable and accessible.

# Merits of Scholarship

# In judging the merits of the scholarship, the following primary question must be considered:

* Did the teacher/scholar contribute to the body of knowledge in his/her field or related field? Did the teacher/scholar contribute to his/her students’ knowledge acquisition, critical thinking and resolution skills, professional development, and/or quality of life enhancement? Did the teacher/scholar contribute directly or indirectly to the community at-large?

The following set of subsidiary questions should guide scholarship activities:

* Is there a field-related set(s) of questions, problems, or issues?
* Did the candidate develop a plan to address questions, problems, or issues?
* Did the candidate implement the plan(s) he/she developed?
* Did the candidate evaluate/analyze/synthesize the outcome(s)?
* Did the candidate address application(s) related to outcome(s)?
* Did the candidate share the results of the scholarship activity(ies)?

# Dissemination

The dissemination of scholarship should be based on the following principles:

* The scholarship activity(ies) is (are) documented.
* The scholarship has an impact on the body of knowledge in the teacher/scholar’s field or related field.
* The scholarship has an influence on a number of people in the same or related field.
* The scholarship undergoes a review process; that is, peer review, editorial review, or other appropriate professional review process.
* The composition of the audience is a criterion in the dissemination of the scholarship; that is, the audience should be scholars, practitioners, or preparing practitioners in the field or related field.
* The medium through which the scholarship is disseminated should have permanence; that is, electronic, hard-copy, presentation, products of creativity, and others.

#### Dissemination of Scholarship

Certain scholarship dissemination methods listed below may be more highly valued than others. The categories are ranked in order of relative significance (beginning with the most important) in the consideration for reappointment, tenure, and promotion. A teacher/scholar is encouraged to demonstrate scholarship dissemination in a variety of categories.

# Qualitative Assessment of Scholarship

The minimum requirement for scholarship is that it is documented. Other qualitative assessments include:

* Dissemination medium: print, presentation, electronic, other;
* Review process: peer; non-peer; invited; and
* Audience: international/national; regional/state; local (generally considered service; if the teacher/scholar considers the local audience dissemination as scholarship, he/ she must provide a rationale to the departmental personnel committee for approval).

# Categories of Dissemination

* Publications (books, monographs, book chapters, peer-reviewed journals, non-peer-reviewed journals, technical reports) [may include traditional print media, electronic media, other means as noted above under Dissemination of Scholarship]
* Presentations (international, national, regional, state, local professional conferences) Curriculum products for K-12 school districts and/or local/state/national curriculum development
* External/Internal Funding
* Creative Endeavors

**Types of Scholarly Activity**

**Category A**

1. Refereed professional journal
2. Research monographs
3. Refereed Scholarly books and chapters
4. Textbooks
5. Juried exhibitions and performances
6. Peer-reviewed external grant (for the lead investigator)
7. Peer reviewed software applications
8. Editor of peer reviewed journal
9. Editor of a book
10. Department endorsed peer reviewed conference proceedings (full publication, not just an abstract)
11. Serving as co-principal investigator on funded external peer-reviewed grant
12. Other peer refereed works may be considered by individual departments such as, but not limited to:
* State/national adopted curricula
* State/national adopted accreditation standards
* Grants that are not funded

 **Category B**

1. Regional, national, or international peer-reviewed conference proceedings
2. Proposal submission for peer-reviewed external grant
3. Serving as co-investigator funded external peer-reviewed grant
4. Principal investigator on other grants and contracts
5. Authoring publicly available research and technical papers and reports
6. Scholarly conference presentations (international, national, regional, state, local)
7. Textbook chapters
8. Externally published study guides
9. Published book reviews
10. Manuscript available through National Clearinghouse (e.g., ERIC or other electronic non peer-reviewed publications)
	1. Editor of book or special issue of journal
	2. Book/magazine article for juvenile audience
	3. Instructional/professional software
11. Editor of published conference proceedings
12. Reviewer/discussant/chair conference symposium
13. Editorially reviewed publications
14. CEPS Symposium, SOURCE, or other university-wide research dissemination events
15. Major technical reports (grant-related reports, accreditation self-studies, etc.)
16. Other peer reviewed works

**For Reappointment, Promotion, and Tenure**

During the most recent five-year period, faculty members are expected to achieve a minimum of 5 items: at least 2 from Category A above and 3 from Category A or B. At least one item from category A must be a peer-reviewed publication in a professional journal related to ones teaching assignment at CWU. Department criteria may require additional items.

**For Post-tenure Review**

Beginning with the most recent substantive review (tenure, promotion, and post tenure review), tenured faculty will be reviewed every **five** years. To meet the scholarship standard for CEPS, tenured faculty members are expected to complete at least four items from Category A or B during the previous **five** year review period, unless otherwise outlined in the approved accumulated workload plans. Scholarship standards for PTR will compare workload plans to accomplishments.

##  Service Policy

# Introduction

Service includes faculty contributions to the public, the university, and the profession (UFC/CWU, CBA, Section 14.3.3), as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department’s missions and goals. In most cases, service should be directly related to a faculty member’s teaching assignment and scholarship interests.

# Preamble

Service focuses on the application of one’s expertise. Faculty service is intended to promote collaboration and collegiality in the development of new approaches and policy, new ways to apply established approaches, and enhance the shared governance of the institution. The hallmark of service lies in opportunities to contribute to students, colleagues, academic department, college, university, community-based groups, and professional societies and organizations.

**Merits of Service**

In judging the merits of service, the following questions should be considered:

**University, College, and/or Department**

1. Is the faculty member contributing to the following divisions as a result of a committee appointment?
	1. University
	2. College
	3. Department
	4. Program
2. Is the faculty member making a contribution in the shared governance of the university, college, and/or department?

**Professional**

1. Is the faculty member active in professional societies or organizations?
	1. National
	2. Regional
	3. State
	4. Local
2. Is the professional service making a positive contribution to the faculty member’s professional development and service to the department, college, or university?

**Public**

1. Is the faculty member active in communities by using his/her expertise to assist community groups?
	1. International
	2. National
	3. Regional
	4. State
	5. Local
2. Is the faculty member contributing to his or her profession?
3. What other ways is the faculty member involved in service to/with students, colleagues, communities, and professional societies?

**College of Education and Professional Studies**

**Reappointment/Tenure/Promotion Professional Record Coversheet**

Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Rank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Years in Rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of last CWU promotion \_\_\_\_\_\_\_\_\_\_\_\_\_\_ First quarter of tenure-track at CWU\_\_\_\_\_\_\_\_\_

This application is for: Reappointment Promotion, Tenure Post-tenure Review

Your promotion and tenure materials must be in the following order in your binders. Check off each item included. When you submit your binders to the Department Chair, ask the Chair to sign at the bottom of this form. Make a copy of this form with the Department Chair’s signature to retain for your files.

**Organization.** Identify tabs in each binder using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab. **NOTE: Your Professional Record may be on a CD rather than in notebooks. However an electronic version is not preferred unless it is extremely well organized.**

**Binder 1**

Tab 1. This coversheet

Tab 2. Copy of original signed contract letter (letter of hire)

Tab 3. Current vita

Tab 4. Current Activities Report (Professional Service Record) for this review period

Tab 5. Chair recommendation letter

Tab 6. Department personnel committee recommendation letter

Tab 7. Recommendation letters or ballots from individual faculty members

Tab 8. Copies of recommendation letters from Chair, personnel committee, and Dean from all prior reviews

Tab 9. Copies of Workload Plans and Annual Activities Reports from all prior years

In pocket at the front of this binder, include a copy of the current departmental Tenure and Promotion

guidelines.

**Binder 2**

Tab 10. Material documenting teaching effectiveness (must include SEOI summary sheets for all

classes taught since last review)

Tab 11. Scholarship (research and creative activity) documentation in the following order:

Tab 12. Service documentation in the following order:

Tab 13. Professional development documentation

Tab 14. Honors and Awards documentation

Tab 15. Letters of support from outside of CWU, or your department, if any

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Department Chair’s Signature Date evaluation discussed with faculty

**College of Education and Professional Studies**

**Post Tenure Review Professional Record Coversheet**

Faculty Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Rank \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Years in Rank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of last CWU review \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This application is for: Post-tenure Review

Your post tenure materials must be in the following order in your binder. Check off each item included. When you submit your binder to the Department Chair, ask the Chair to sign at the bottom of this form.

Only one binder is needed as noted in the following list. Identify tabs in each binder using color-coded dividers. Do not place documentation in plastic sleeves – three-hole punch documents and place behind appropriate tab. **NOTE: Your Professional Record may be on a CD rather than in notebooks. However an electronic version is not preferred unless it is extremely well organized.**

In pocket at the binder, include a copy of the current departmental performance guidelines.

**Binder 1**

Tab 1. This coversheet

Tab 2. Current vita

Tab 3. Current Activities Report for this review period

Tab 4. Chair recommendation letter

Tab 5. Department personnel committee recommendation letter

Tab 6. Recommendation letters from individual faculty members

Tab 7. Copies of Workload Plans and Annual Activities Reports from prior five years

With the following table completed

|  |  |
| --- | --- |
|  | Workload units taken |
| Academic Year | Teaching | Scholarship | Service |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Tab 8. Material documenting teaching effectiveness

Tab 9. Scholarship (research and creative activity) documentation

Tab 10. Service documentation

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Department Chair’s Signature Date evaluation discussed with faculty

**Professional Record Requirements**

**College of Education and Professional Studies**

**Reappointment, Promotion, Tenure, Post-Tenure Review**

**TAB 10 (8 for PTR): Instruction (Teaching Effectiveness)**

**1.1. Course-related**

**Self Reflective Statement**

Per department guidelines or at minimum shall include:

* What went well in your classes
* What needs improvement in your classes
* What changes were made toward continuous improvement

1.1.1. List all courses taught during this evaluation period. Include only the most recent syllabus for each different course. Include a copy of all SEOI for courses taught over this period, organized by class.

1.1.2. List new courses you developed during this review period or courses that you substantially revised.

1.1.3. Briefly describe new course materials you developed, such as manuals, course packs, videos, Blackboard, web-based, DE via two-way video-audio.

**1.2.** Graduate theses, graduate projects, and undergraduate research. Only LIST THE TOTAL NUMBER of field experiences or internships that you have directed per academic year.

**1.2.1 Complete a table similar to the following:**

|  |  |  |
| --- | --- | --- |
| **Course Prefix** **and Number**  | **Student Name Class Status** **(jr, sr, grad,** **etc)**  | **Topic Your Role** **(Committee Chair,** **Com Mem, Mentor,** **etc.)**  |
|  |  |  |
|  |  |  |

**1.3. Student advising or mentoring**

Include year, type of advising/mentoring (undergraduate, graduate, thesis, etc.), and number of students

**1.4. List workshops or seminars you have attended on teaching effectiveness.**

**1.5. List teaching awards and include the documentation.**

**1.6. Peer evaluation of teaching** (Effective Fall 2013)

Faculty are to have a minimum of one peer observation each academic year. This is to provide feedback of their teaching in the classroom; this feedback should be discussed in their self reflective statement. Peer observations may be conducted by the department chair, personnel committee member or neutral faculty member. The department should develop a consistent form/ rubric for this observation.

**1.7. List other professional activities which enhanced your teaching performance and**

**your students’ learning.**

1.7.1 Briefly describe your activities

1.7.2 Include documentation

**TAB 11 (9 for PTR): Scholarship (Research and Creative Activities)**

**2.1 Self Reflective Statement**

Per department guidelines or at minimum shall include:

* How well have you achieved you goals for scholarly activities
* If any scholarly activities were attempted but were unsuccessful, explain why they were unsuccessful and what changes might you make to your scholarly activities to ensure future success

**2.2. List manuscripts that have been published or accepted for publication.**

**Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation. By adding most recent last, faculty only need to add to their portfolio each year.**

All items of scholarship are 1) to be university-external published or disseminated, unless otherwise indicated, 2) have clearly attributable authorship on the item, and 3) related to the individual’s unit of assignment (field or related field).

Evidence in the following table is to be listed chronologically with the most recent listed last.   The column titled “evidence tab” indicates the tab in your binder that includes the evidence for your scholarship item.  Evidence behind the tab is to be arranged chronologically so it matches the order identified on the tables.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number | Date | Scholarship Citation in the Appropriate Discipline Style (MLA, APA,  | Comments | Evidencetab |
| Category A |  |  |  |  |
| A1 |  |  |  |  |
| A2 |  |  |  |  |
| A3 |  |  |  |  |
| A4 |  |  |  |  |
| A5 |  |  |  |  |
| Category B |  |  |  |  |
| B1 |  |  |  |  |
| B2 |  |  |  |  |
| B3 |  |  |  |  |
| B4 |  |  |  |  |
| B5 |  |  |  |  |

**Evidence must include a copy of the table of contents and title page, but does not need to include the entire article.**

**2.2. List Creative Activities.**

**Use the following table to provide contents for your endeavors, list most recent last.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number | Date | Activity  | Comments | Evidencetab |
| Category A |  |  |  |  |
| A1 |  |  |  |  |
| A2 |  |  |  |  |
| A3 |  |  |  |  |
| A4 |  |  |  |  |
| A5 |  |  |  |  |
| Category B |  |  |  |  |
| B1 |  |  |  |  |
| B2 |  |  |  |  |
| B3 |  |  |  |  |
| B4 |  |  |  |  |
| B5 |  |  |  |  |

2.2.1. Include documentation from the conference (title page of conference program and page on which your name and presentation is listed, etc).

**2.3. List grants**

**2.3.1. List Grants that have been submitted, funded, not funded, or working on.**

**Use the following table to provide contents for your endeavors, list most recent last. The evidence tab is the tab number for the location of the documentation. By adding most recent last, faculty only need to add to their portfolio each year.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number | Date | Grant, $, Funding Agency  | Status | Evidencetab |
| Category A |  |  |  |  |
| A1 |  |  |  |  |
| A2 |  |  |  |  |
| A3 |  |  |  |  |
| A4 |  |  |  |  |
| A5 |  |  |  |  |
| Category B |  |  |  |  |
| B1 |  |  |  |  |
| B2 |  |  |  |  |
| B3 |  |  |  |  |
| B4 |  |  |  |  |
| B5 |  |  |  |  |

Evidence must include a copy of the proposal summary, does not need to include the entire proposal.

**2.4. List on-going research, writing projects, or creative activities.** Include topic and schedule for completion.

**2.5. List other scholarship (research or creative activity) may be better suited under service.**

**2.6. List research, writing, or creative activity awards you received.**

**TAB 12 (10 for PTR): Service to the University, Profession, and Public**

Service includes faculty contributions to department, college, and university activities, as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department’s missions and goals. In most cases, service should be directly related to a faculty member’s teaching assignment and scholarship interests.

**Self Reflective Statement**

Per department guidelines or at minimum shall include:

* What was the impact or your level of involvement of your service

**Service Table**

Evidence includes letters of appointment, lists of membership that includes your name, thank you cards, printed web sites, meeting minutes, etc.

Evidence is to be listed chronologically with the most recent listed last. The column titled “evidence tab” indicates the tab in your binder that includes the evidence for your service item.  Items behind the tab are to be arranged chronologically so they match the order identified on the table.

Use the following table to guide and summarize your service contributions, add rows as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Service Type and Name****(Such as Committee Name)** | Dates | Position and activity | Evidence tab |
| Program |  |  |  |
| Department Committee(s) |  |  |  |
| College Committee(s) |  |  |  |
| University Committee(s) |  |  |  |
| Local Community |  |  |  |
| State  |  |  |  |
| Regional  |  |  |  |
| National |  |  |  |
| International |  |  |  |
| Professional Societies/Groups: local |  |  |  |
| Professional Societies/Groups: state |  |  |  |
| Professional Societies/Groups: regional |  |  |  |
| Professional Societies/Groups: national |  |  |  |
| Professional Societies/Groups: International |  |  |  |
| Reviewer or Editor to Professional Publications |  |  |  |
| Other service activitiesPeer teaching feedback |  |  |  |

**4. Professional Development not included in other sections of your dossier.**

Describe or list activities, which contributed to your professional development. Briefly

describe how the activities contributed to your development.

**5. Honors and Awards.**

List honors and awards you received, including the year.