

College of Arts and Sciences Promotion and Tenure Criteria

A. Criteria for the Evaluation and Recognition of the Teaching Activities of Faculty in the College of Arts and Sciences

Preamble

As stated in the *Desired Characteristics and Capabilities of Graduates* statement, the College of Arts and Sciences of Southern Illinois University at Edwardsville is committed to ensuring that its graduates acquire the skills and knowledge necessary to function as educated individuals, life-long learners, and responsible citizens. Faculty in the College of Arts and Sciences contribute to this mission through excellence in teaching. This excellence is achieved through such activities as: the University's general education program, programs and courses for undergraduate majors within the College of Arts and Sciences, and programs and courses in graduate education and those which support professional development.

For most faculty members, classroom and laboratory instruction and such associated activities as student assessment, curriculum development, and student advisement constitute their most important and time-consuming activities. The centrality of teaching in the University's mission, and its concomitant place in faculty activity, demands that the evaluation of teaching be the major component in the assessment of any faculty members performance. Consequently, skilled and effective teachers should be well rewarded and faculty members should be encouraged and provided support in the development and improvement of teaching skills.

Section I: Role of the Department

The College of Arts and Sciences recognizes the central role of the departments in the evaluation of teaching conducted by their faculty. This departmental evaluation shall reward current achievement and shall provide the faculty with feedback to help develop their talents. The pedagogy and methodologies employed to achieve excellent teaching vary greatly among disciplines and individuals within each discipline. Therefore, it is within the department that these matters are best addressed. The responsibility for setting general guidelines and for establishing and maintaining standards of teaching excellence rests with the College of Arts and Sciences. It is the responsibility of each department or unit to develop its own specific evaluation criteria and performance standards, based upon the framework set forth by the College.

Section II: Evaluating Performance

Teaching is the most central activity in which professors routinely engage, and should be an essential consideration in all matters of tenure, promotion and salary. Attributes which characterize excellent teaching can, and often do, vary from professor to professor, topic to topic, and discipline to discipline. Nevertheless, the evaluation of teaching, while challenging, is an essential activity for individuals and units within the College.

To guide departments in developing criteria for faculty assessment, the College of Arts and Sciences provides a partial list of behaviors, characteristics, attitudes, and activities that are common among outstanding teachers, along with a list of tools that may be used to identify and document these qualities. Each department should use these listings to develop criteria which are most central to excellent teaching within their discipline, and which indicators are most appropriate for documenting progress and success in achieving those characteristics. Chairs will then work with individual faculty members to determine which characteristics and indicators are most appropriate for the evaluation of the individual faculty member. All evaluations must include at least one student-generated, one peer-generated, and one self-generated method. Finally, these criteria shall be used in conjunction with the Performance Evaluation Process as detailed in the University Faculty Performance Evaluation and Salary Increase plan. In accordance with this policy, these criteria shall be used for both evaluation and to establish goals and indicators for future development as teachers.

Behaviors and Characteristics, Attitudes, and Activities of Outstanding Teachers

- . Knowledge of subject material
- . Enthusiasm for teaching
- . Ability to communicate subject effectively
- . Belief in the potential of students and in their ability to learn
- . Fostering understanding of the connection between course material and students' future goals (employment, career, personal, and educational)
- . Ability to show how subject matter relates to the formation of a well-educated individual
- . Fostering student growth and achievement in oral communication, writing and critical thinking
- . Ability to cross disciplinary lines and acquaint students with the connections among disciplines
- . Willingness to seek and use pedagogy which, in given circumstances, most enhances learning
- . Promoting active learning and a participatory classroom with engagement, dialogue, and feedback
- . Commitment to one's own development as a teacher and a learner; openness to learning to improve
- . Humanness and a sensitivity to the diverse views and backgrounds of students
- . Incorporation of multiculturalism in teaching whenever applicable
- . Promoting mutual respect among students and faculty
- . Being accessible and approachable for appropriate student consultations
- . Setting high standards for student work and supporting students in their endeavors
- . Providing prompt and appropriate evaluation of student work
- . Giving attention to ancillary instructional support activities (e.g., selecting texts, recording grades, etc.)
- . Preparation and organization

Some Key Indicators for Documenting Teaching Excellence

- . Self evaluation
 - . Peer ratings (by colleagues, peers, chairs, etc.)
 - . Teaching portfolio (see Attachment A for what may be included in a teaching portfolio. Some of the elements may overlap with those listed below)
 - . Student ratings (by students, exiting seniors, alumni, etc.)
 - . Directing student work (senior assignment projects, graduate theses, honor students, special topics courses, etc.)
 - . Indications of high level of student achievement (student work recognized, accepted to conferences, published, etc.)
 - . Supervising internships/practicums/student teaching, etc.
 - . Good departmental citizenship (such as teaching service courses)
 - . Participation in co-curricular academic activities (advisement of student organizations, participation in conversation hours and electronic bulletin boards, etc.)
 - . Relevant awards and recognition received
 - . Innovations (new teaching methods, the design of new courses, addition of topical readings, etc.)
 - . Publications, papers presented, and other creative activities (books, articles, software, musical compositions, paintings, performances of creative work, etc.)
- Research directed toward curricular activities
- Support obtained (grants, release time, student help, travel, equipment)
- . Participation in academic conferences
 - . Participation in relevant external service activities (consultantships, membership in professional organizations, participation in professional conferences, etc.)
 - . Any other appropriate evidence of teaching excellence

Section III: Performance Evaluation Levels

Departments are to establish evaluation criteria and procedures in the four performance evaluation levels (*Unsatisfactory*, *Satisfactory*, *Meritorious*, and *Excellent*) that are consistent with the following guidelines:

Satisfactory Performance

To qualify for a rating of *Satisfactory*, faculty members shall 1) meet the minimum expectations of University faculty in carrying out their teaching assignments, as listed in the Faculty Handbook*, and 2) provide evidence of reasonable and timely advancement toward the attainment of the goals established in the annual meeting called for by the Performance Evaluation Process.

Meritorious Performance

To qualify for a rating of *Meritorious*, faculty members shall meet all of the expectations for *Satisfactory* performance. In addition, faculty members shall 1) meet most or all of the goals agreed upon in the annual meeting as called for by the Performance Evaluation Process, 2) meet the overall performance expectations for teaching in their respective department and/or equivalent unit, and 3) provide a variety of significant evidence documenting their teaching performance.

An overall rating of *Meritorious* in teaching is the minimum evaluation required for tenure. This overall evaluation must be the average of ratings for the years of untenured service that both reflects a quantitative average of *Meritorious* performance and demonstrates consistent effort in the *Meritorious* range during the most recent years of employment.

Excellent Performance

To qualify for a rating of *Excellent*, faculty members shall meet all of the expectations for *Meritorious* performance. In addition to the above, faculty members shall be recognized for their 1) distinguished success in achieving most or all of the goals agreed upon in the annual meeting as called for by the Performance Evaluation Process, 2) distinguished success in meeting and/or surpassing most of the overall performance expectations for teaching in their respective department and/or equivalent unit, and 3) provision of a variety of significant evidence documenting excellence in teaching and recognized by the department and or equivalent unit for its outstanding quality.

Unsatisfactory Performance

Faculty members who fail to meet all of the expectations for a rating of *Satisfactory* performance shall receive a rating of *Unsatisfactory*. In the view of the College, no faculty member should perform at, and as a consequence be judged as, *Unsatisfactory* with regard to teaching. In the few instances where a rating of *Unsatisfactory* is warranted, steps should be taken by the College, the department, and the individual(s) involved to resolve what is considered to be a serious shortcoming.

*See attachment B

B. Criteria for the Evaluation and Recognition of the Research, Scholarship, and Creative Activities of the Faculty in the College of Arts and Sciences

Preamble

Faculty in the College of Arts and Sciences share the University's commitment to scholarship, summarized in the following passage from the *University Policies and Guidelines Concerning Research*:

Southern Illinois University at Edwardsville offers, as one of its primary functions, programs in applied and basic research. The University is a community of scholars striving to advance human knowledge in an atmosphere of open inquiry and free expression. All faculty members are expected to participate in research activities. Furthermore, such activity is expected to proceed with regard both for the truth and the well-being of all living creatures who might serve as objects of study or who might benefit from the results of research. Recognition of individual scholars who have demonstrated meritorious work is essential at all University levels.

I: Role of the Department

The College of Arts and Sciences recognizes the central role of the departments in evaluating the research, scholarship, and creative activities conducted by their faculty. The purpose of the evaluation is to reward achievement and provide faculty with feedback to aid in the development of their talents. The department is the most appropriate level at which to develop criteria and an evaluation procedure for assessing these activities, and is in the best position to determine the quality and relevance of the scholarly activity. It is the responsibility of each department to develop specific criteria and standards consistent with the general guidelines of the College of Arts and Sciences described below.

II: Evaluating Performance

The College of Arts and Sciences recognizes the diversity of talents among its faculty. Research, scholarly activities, and creative activities, include basic and applied research, integration of knowledge through interdisciplinary scholarship, as well as the creative activities in literature and the performing arts. All of these related activities are included under the umbrella of scholarship, according to the following description.

Scholarship is the documented and demonstrated dissemination of information that is grounded in research or creative activity. As such, information is made available to peers or peer groups for evaluation, either through the presentation of information at professional conferences, publication in journals, books, or some similar forum.

Evidence of activities in scholarship may be in the form of presentation of papers at conferences,

publication of articles in journals, publication of books, textbooks, book chapters; grant proposals and contracts (funded and unfunded), performances, productions and exhibits, and appropriate consulting arrangements, and in the supervision of theses and research projects of students. In order for activities in scholarship to be considered in performance reviews, faculty members are expected to provide documentation of both achievements and works in progress.

Section III: Performance Evaluation Levels

Departments are to establish evaluation criteria and procedures in the four evaluation levels (*Unsatisfactory*, *Satisfactory*, *Meritorious*, and *Excellent*) that are consistent with the following guidelines:

Satisfactory Performance

In order to qualify for a rating of *Satisfactory* a faculty member should be engaged in significant scholarship. This would include papers accepted for publication and/or presentation but not given, research in progress, grant and contract proposals in progress, research for articles and books in progress, supervision of student research, or some other demonstrable examples of participation in research and creative activities. Each department is responsible for evaluating the quality of the work in progress to determine if a Satisfactory rating is justified. Work in progress must ultimately result in the production of a presentation, exhibit, publication, grant, or contract. Failure to generate results within an amount of time deemed reasonable by the department requires the department to withhold credit for work in progress in future evaluations until results are generated.

Meritorious Performance

In order to qualify for a rating of *Meritorious* a faculty member should meet the expectations for *Satisfactory* performance. In addition, faculty members should have demonstrated a level of achievement. Evidence of achievement includes presentation of papers, submission or publication of articles, submission or award of grant or contract proposals, submission of proposals for book or book chapters, completion of works of artistic expression (paintings, sculpture, poetry, literature, etc.), acting as an editorial board member for a journal, reviewing articles for publication or presentation, or by serving as a proposal reviewer for external agencies. In determining criteria for the *Meritorious* rating, departments should consider both the quality of the achievement as well as the number of documented achievements.

Excellent Performance

In order to qualify for a rating of *Excellent* a faculty member should meet the expectations for *Meritorious* performance. In addition to the above, faculty members should have demonstrated high levels of achievement. Evidence of high achievement includes publication in peer reviewed journals of the highest quality, selective paper presentations

at international or national conferences, book publication, funded major grants and/or contracts, major performances and exhibits. In determining criteria for the *Excellent* rating, departments should consider both the quality of the achievement as well as the number of documented achievements.

Unsatisfactory Performance

Faculty members qualify for an *Unsatisfactory* rating if they do not have evidence of work in progress in scholarship. Faculty who fail to meet expectations in scholarship (i.e. failure to produce results from work in progress, failure to complete assigned dissertation within a specified time period, etc.) will also qualify for a rating of *Unsatisfactory*.

C. Criteria for the Evaluation and Recognition of the Service Activities of Faculty in the College of Arts and Sciences

Preamble

As stated in the Faculty Handbook, a major goal of the university is to "develop a faculty with a reputation for providing the highest quality educational opportunity, scholarship, and service." With regard to service, the university expects each member of the faculty to be "a committed citizen of his or her department and School," providing "evidence of service to the University, to the public, and/or to the profession."

The College of Arts and Sciences expects all members of its faculty to demonstrate good citizenship through demonstrated service to the University, the College, the department, the profession, and/or the larger community of which the University is a part. The College considers service to be a vital part of each faculty member's role. The following sections provide guidelines for the evaluation of service within the College of Arts and Sciences.

Section I: Role of the Department

Primary responsibility for evaluation of faculty service rests with the department. Each department, through its chair and collective faculty is responsible for further defining the meaning of service, the criteria for its measurement, and the standards for evaluation of its faculty within the framework established by the College. The department may, at its discretion, identify, evaluate and assign value to service activities not identified in the College policies but which are unique to a particular profession, discipline, and/or department. In such cases, it is the responsibility of the department to justify or document the rationale for assigning value to and granting its evaluation of faculty within each rank, including faculty on full-time term appointments.

Section II: Evaluating Performance

In establishing standards for the evaluation of service, the College of Arts and Sciences affirms the importance of these activities. In establishing departmental procedures for evaluating service, each unit must take into account increasing expectations with faculty rank and length of service. Departmental procedures must also differentiate among activities as a function of their location (departmental, college, university, and profession), time commitment and quality of service, as well as the level of responsibility (Committee chair, subcommittee chair, etc.) within each activity.

In relating College expectations in the area of service to faculty rank, departments may develop evaluation criteria appropriate to faculty rank according to the following guidelines:

Assistant Professor: The primary responsibilities of an Assistant Professor within the College are to perform the duties of teaching and research in support of

classroom instruction and professional development. An Assistant Professor is expected to perform service primarily within the department. Faculty at this rank may be expected to begin assuming leadership roles within departmental committees and subcommittees as they acquire experience. Expectations and assignments to service at the College and University levels may be, at the discretion of the department and faculty member, delayed or minimized until promotion and rank in tenure is achieved.

Associate Professor: Faculty members at the rank of Associate Professor are expected to fully participate in departmental service activities and assume appropriate leadership roles within the unit. Faculty at this rank are also expected to broaden the scope of their service activities to include service to the College and/or the University and Community.

Professor: Faculty at the rank of Professor are expected to participate in service at the College and/or University levels and assume leadership roles within the department, the College, and/or the University and Community.

Partial Listing of Service Activities

To guide departments in developing criteria for faculty assessment, the College of Arts & Sciences provides a partial list of activities that may be recognized in the area of service:

- . Participation in department committees
- . Advising students within the department
- . Service as Department Chair or academic program director
- . Participation in College Committees
- . Advising students in College-recognized student groups

Service on College-level task forces

Service as Dean, Associate Dean, or other College-level administrative position

Participation in University governance

Membership and participation of Graduate School Committees (Programs, Educational Research & Policies, University Research & Development Committee, Research & Projects Advisory Board, etc.)

Participation in University-wide committees

Participation in the Faculty Senate or Graduate Council

Service on University-level task forces

Advising students in University-recognized student groups

Service as a University administrator or director

Activities in professional organizations

Advising or assisting civic organizations in support of the University Mission

Public outreach and community activities in support of the University Mission

Activities in support of the advancement of one's profession

Section III: Performance Evaluation Levels

Departments are to establish evaluation criteria and procedures in the four performance evaluation levels (*Unsatisfactory*, *Satisfactory*, *Meritorious*, and *Excellent* that are consistent with the following guidelines:

Satisfactory Performance

To qualify for a rating of *Satisfactory*, a member of the faculty must perform service that meets the minimum expectations of the department with regard to faculty rank and experience. For the rank of Assistant Professor, minimum expectations should include participation in departmental committees. Minimum expectations for faculty of higher rank should exceed this level and should reflect broader participation appropriate to rank as described in Section II.

Meritorious Performance

To qualify for a rating of *Meritorious*, a member of the faculty must perform service that significantly exceeds the minimum expectations with regard to faculty rank and experience. To qualify for this rating, faculty members above the rank of Assistant Professor are expected to contribute to service beyond the departmental level, or exhibit extraordinary service to the department.

Excellent Performance

To qualify for a rating of *Excellent*, a member of the faculty must perform an extraordinary level of service. This category should be reserved for faculty

members whose service contribution is markedly superior to that described as *Meritorious*. While quantity of service must be considered, the qualitative distinction of participating in a leadership capacity is the more relevant criteria for evaluation.

Unsatisfactory Performance

Faculty members who fail to meet all of the criteria for a rating of *Satisfactory* performance shall receive a rating of *Unsatisfactory*. In the view of the College, no faculty member should perform at, and as a consequence be judged as, *Unsatisfactory* with regard to service. In the few instances where a rating of *Unsatisfactory* is warranted, steps should be taken by the College, the department, and the individual(s) involved to resolve what is considered to be a serious shortcoming.

CAS Faculty Approved on May 2, 1997

Attachment A

What Goes Into A Teaching Portfolio?

1. Examples of good student work.
2. Comments on running an internship program.
3. Evidence of effect of course on student career choice.
4. Evidence of help given to students in securing employment or enrolling in advanced degree programs.
5. Evidence of help given to colleagues on improving teaching.
6. Information on availability to students (policies, hours).
7. Information on innovative methods used in your classes.
8. Evidence of steps taken to evaluate and improve your teaching.
9. Participation in seminars, workshops, meetings designed to improve teaching.
10. Preparation of a textbook or other instructional materials.
11. Comments on successful out-of-class meetings with students.
12. Other teaching activities: speaking engagements, conducting workshops, etc.
13. A general statement of teaching philosophy and how you have used it to improve your teaching.
14. Course handouts and syllabi.
15. Students' written feedback on your teaching.

Attachment B

From the 1996 S. I. U. E. Faculty Handbook:

The following is a list of minimum expectations of University faculty in carrying out their teaching assignments. These expectations broadly define normal faculty behavior in a fair and open teaching/learning environment.

1. To inform students early in the term, by means of syllabi or other written statements, of planned course coverage, required textbooks, and an approximate schedule of assignments.
2. To inform students early in the term, by means of syllabi or other written statements, of the grading policy to be used, including a description of the relative weight to be assigned to different activities and of attendance requirements, if any.
3. To announce and adhere to a schedule of office hours which permits and encourages students to meet with the instructor in his/her office and to be available for special conferences as needed.
4. To attend promptly and fully each class meeting; to obtain permission from the chair in advance when class must be missed (except in the cases of emergency); and when possible to provide and alternate instructor who has been given directions concerning planned class activities.
5. Not to reschedule class meetings without the permission of the dean or chair and the consent of the students enrolled. Not to reschedule final examinations without the permission of the dean, the Provost, and the consent of the students enrolled.
6. To return student work promptly except when announcement has been made to the class that work will not be returned (although such work should be available for student examination) and to retain any unreturned student work for at least one term.
7. To provide student at his/her request with appropriate and helpful written and/or oral explanations for assigned grades and other evaluated work.
8. To provide teaching and learning experiences that are free of favoritism, prejudice, discrimination, or harassment.
9. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction.
10. To assist in instructional support activities such as curriculum development, textbook selection, course revisions and acquisition of publications and other library activities.
11. Not to become involved in amorous or sexual relationships with any student for whom the instructor currently has any teaching responsibility, including counseling and advising, supervision of independent studies, research, theses, and dissertation.