



Context and General Assumptions:

- This document has been prepared in light of the Nov 2013 version of the Faculty Handbook (see Chapters Three and Four)
- Candidate is on an eight-year track for promotion from Associate Professor to Professor (see 4.4.1 of the Faculty Handbook).
- Candidate's contributions in the areas noted below have taken place while at the rank of Associate Professor.
- Candidate has responsibility for two or three course preparations and supervision of student teachers.
- Candidate has participated in and documented yearly review meetings with department chair or other tenured faculty in the department.
- Candidate has addressed all areas noted in this document and any issues/concerns identified during the post-tenure process as shared in written feedback from the Department Chair, Faculty Welfare, or Dean of the College. Candidates who have done so should expect to receive a positive promotion recommendation from the department (see 4.6 of the Faculty Handbook).

Teaching: Instructional Delivery, Instructional Design, Content Expertise, Course Management

- Candidate effectively utilizes and models a variety of teaching methods and, given the constructivist emphasis within the department, limits "teacher talk" time (in other words, limits lecture and knows when to listen).
- Candidate effectively engages teacher candidates with the content in a variety of ways over the course of a term through activities in the classroom and assignments.
- Candidate is able to explain and document how classroom activities and assignments effectively facilitate learning while helping teacher candidates reach the goals of the course.
- Candidate effectively uses multiple means of assessment and is able to explain how the assessments appropriately document learning while providing useful feedback to the teacher candidates.
- Candidate's course goals and content are fully integrated into the education program sequence. Intentional connections are made to content of courses taken previous and subsequent to the candidate's courses. These connections are visible to the teacher candidates in the syllabus, assignments, and class sessions.
- Candidate's course content fulfills the appropriate State and National indicators as organized and agreed upon by the department faculty.
- Candidate demonstrates a willingness and ability to analyze and improve his/her teaching in light of available data including, but not limited to, feedback from department faculty and comments as noted on the IDEA Student Rating Form.
- Candidate approaches supervision of field experience as one-on-one teaching and is able to work well with teacher candidates and cooperating teachers. Helps teacher candidates make connections between the field experience and the content of subject matter and education courses.
- Candidate's IDEA Summary Evaluation Raw Score (Average of A & D) is predominately at or above 4.0.
- Candidate has served as a first-year advisor at least two academic years.
- Candidate has advised education licensure candidates (secondary) or majors (elementary) in each academic year.

Professional Activity: Expression (See also p.42 of the Faculty Handbook, Section 4.7.2.1).....

- Candidate has presented a paper(s) at a regional or national conference(s) in at least two different academic years. We encourage co-authorship. Presentations involving teacher candidates are especially encouraged.
- Candidate has published one article in a peer-reviewed journal, book chapter, or equivalent venue. We encourage co-authorship.
- Candidate has a second peer-reviewed expression consistent with those examples noted in the Faculty Handbook. We encourage co-authorship.

Professional Activity: Development(See also p.43 of the Faculty Handbook, Section 4.7.2.2).....

- Candidate is a member of appropriate professional organizations.
- Candidate has attended regional or national professional conferences, meetings, or workshops in at least four academic years.
- Candidate has participated in campus-based professional development (including the beginning-of-the-year faculty retreat each year) and other similar opportunities as noted in the Faculty Handbook.

Service: Department (See also p.44 of the Faculty Handbook, Section 4.7.3.1).....

- Candidate has participated in departmental faculty meetings and has made contributions to the review and direction of the department.
- Candidate has participated in the Teacher Ed Committee and the Subcommittee on Admission to and Retention in Teacher Education.
- Candidate has maintained a presence in the office or at supervision site on a daily basis.

Service: College (See also p.44 of the Faculty Handbook, Section 4.7.3.1).....

- Candidate has consistently attended Faculty Meetings and at least 2 Faculty Council Meetings per term.
- Candidate has served through work on a committee, task force, or other campus-wide initiative in at least four academic years.
- Candidate has participated in prospective student events each year.

Service: Community (See also p.44 of the Faculty Handbook, Section 4.7.3.2).....

Early Promotion: (consideration during year six or seven as Associate Professor see p.33 of the Faculty Handbook, Section 4.2.3.2)

- Candidate's IDEA Summary Evaluation Raw Score (Average of A & D) is predominately at or above 4.0 with average of all courses above 4.25
- Candidate has served on Faculty Welfare, Faculty Council, EPC, Gen Ed, or other campus-wide initiative in at least four academic years.
- Candidate has presented a paper(s) at a regional or national conference(s) in at least four different academic years.
- Candidate has published two or more articles in a peer-reviewed journal, book chapter, or equivalent venue. We encourage co-authorship.