

CRITERIA FOR ACADEMIC RANK

DEPARTMENT OF HUMAN ENVIRONMENTAL STUDIES

A. TEACHING EFFECTIVENESS

1. Definition

Effective teaching implies learning and learning can be indicated by behavioral change. Therefore, effective teaching would be demonstrated by: a harmonious relationship with students which fosters open and free exchange of ideas; the development of decision-making/problem-solving skills; the ability to motivate and encourage students to seek new directions; the utilization of teaching strategies and management techniques which provide the means for achieving learning objectives; and a communication system which provides for competent output as well as being receptive to feedback.

2. Specific Indicators/Evidence

a. Student evaluations are to be included in the candidate's profile.

(1) Kinds - evaluation of teacher and evaluation of the course.

(2) Procedure to be used in student evaluation:

A summary should be included showing the total number of students enrolled in the courses evaluated; the total number of students that completed the instrument and the date of the evaluation.

Within a two-year time period prior to candidacy each different course taught must have at least one evaluation.

The candidate is to use the Idea System to secure evaluation data.

b. Peer evaluations are to be included in the candidate's profile.

A minimum of two peer evaluations, within two years prior to candidacy should be submitted.

c. Self evaluation should be included in the profile.

Self evaluation and assessment should be completed in relation to the outcome of the student and peer evaluations. It is believed that the evaluation process should have more meaning than to just derive a score. There should be written evidence of a conscious effort to make improvement as a result of the evaluations.

- d. Administration evaluation should be included in the profile.

Departmental chairperson's evaluation should be based upon direct contact and observation of the candidate in the classroom.

- e. Curriculum involvement evidence should be included.

- (1) Development of new programs and/or courses.
- (2) Revision of existing programs and/or courses of a significant nature generally involving major revision of course syllabi that is approved through appropriate channels. For example, a textbook change is not considered to be a major revision. The profile should also indicate if the revision of course development was done as an individual, in cooperation with other faculty, or as a committee.

- f. Other indicators/evidence can be included if relevant and significant to the promotion process of the candidate, such as:

- (1) Innovative teaching techniques or the development of innovative teaching materials.
- (2) Course enrollment patterns, course loads, continuing education courses off-campus.
- (3) Awards or special recognition given specifically for teaching effectiveness.

3. Performance Standards

Because of the emphasis on teaching effectiveness in the department, it is essential that the overall rating of teaching effectiveness be at least good or above. The performance standards are defined as follows:

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| Unacceptable: | Insufficient evidence of quality teaching ¹ submitted at every evaluation level ² and no evidence of curriculum involvement. |
| Good: | A record of quality teaching indicated in at least two levels of evaluation and some evidence of curriculum development. |

¹Quality teaching - indicates the candidate is above average in reference to teaching effectiveness evaluations. Requires professional judgment on the part of the promotion committee.

²Evaluation level - evaluation at the student level, peer level, and administrative level.

Superior: A record of quality teaching reflected at all levels of evaluation and substantial involvement in curriculum development.

Outstanding: A record of very high quality teaching at all levels of evaluation and substantial and significant involvement in curriculum development.

B. PROFESSIONAL GROWTH

1. Definition

Professional growth can be demonstrated by continued education; professional affiliations; contributions to and refinement in the knowledge base; active participation in the professional field; professional goal setting and progress evaluation.

2. Specific Indicators/Evidence

- a. Advanced study that relates to the candidate's teaching assignments, departmental needs, and reflects professional goals.
- b. Leadership in professional organizations.
- c. Publications: articles, books, book reviews, monographs, abstracts, unpublished research reflective of scholarly effort, meetings of professional organizations, and/or special seminars designed to improve teaching effectiveness.
- d. Funded research or projects.
- e. Professional presentations on the national, state, or local level.
- f. Recognition outside the University for professional contributions to the discipline.
- g. Other.
- h. Attendance or participation at lectures, seminars or workshops, meetings of professional organizations, and/or special seminars designed to improve teaching effectiveness.

A required inclusion in the record of service is a statement as to those items selected to indicate professional growth and their relationship to the candidate's professional goals.

3. Performance Standards

The lowest acceptable standard for promotion is good. The following outlines the performance level.

Unacceptable:	No evidence of any specific indicator for professional growth.
Good:	Evidence of significant professional growth in at least one of the specific indicators a through g, plus a minimum of two from indicator h.
Superior:	Evidence of significant professional growth in at least two of the specific indicators a through g, plus a minimum of three from indicator h.
Outstanding:	Evidence of significant professional growth in at least three of the specific indicators a through g, plus a minimum of four from indicator h.

C. SERVICE TO THE UNIVERSITY

1. Definition

Service involves assuming responsibility in University matters relating to governance, policies, procedures, operations planning and/or development; fostering student growth or welfare (other than teaching); and the extension of one's area of expertise into the community.

2. Specific Indicators/Evidence

- a. Chairing of departmental, college, or university committees.
- b. Membership on departmental, college, or university committees.
- c. Sponsorship of student organizations.
- d. Contribution to classes (other than yours), student groups, and faculty groups.
- e. Advisement of students - undergraduate and/or graduate students.
- f. Supervision responsibilities - papers, projects, independent studies, field experiences, assistants, or project participant.
- g. Student recruitment activities - official.
- h. Work with alumni.
- i. Participation in student activities (other than those indicated in item c above).
- j. Service to area schools.

- k. Service to off-campus groups, as a professional, or as a representative of the University.
- l. Consulting with off-campus groups either in a professional capacity or as a representative of the University.
- m. Supervision of thesis (departmental level) or of a creative project.
- n. Thesis committee member, creative project committee member, or specialists degree committee member.
- o. Other.

3. Performance Standards

Unacceptable:	No involvement in service to the University or community.
Good:	Significant evidence of student and departmental involvement, plus evidence of involvement in two other categories. ³
Superior:	Evidence of multiple involvement ⁴ in two categories, plus single involvement in all five categories.
Outstanding:	Significant multiple involvement ⁴ in two categories, plus single involvement in all five categories.

OVERALL MINIMUM PERFORMANCE LEVEL

The Department of Human Environmental Studies accepts the standard suggested for overall performance level by the University Promotion Committee. The standard adopted is as follows:

Assistant Professor:	A rating of good in all three areas.
Associate Professor:	Two ratings of superior (one of which must be in teaching effectiveness) and a rating of good.
Professor:	Two ratings of superior and a rating of outstanding.

³Categories are student, department, college, university, and community. Specific indicators relative to each category include:

student -	c, d, e, g, i, & o
department -	a, b, f, h, m, n, & o
college -	a, b, d, & o
university -	a, b, d, g, h, & o
community -	j, k, l, & o

⁴Multiple involvement is two or more indicators.