Advanced Education Program

Department Criteria to Demonstrate Competence in Tenure/Promotion/Tenure Review
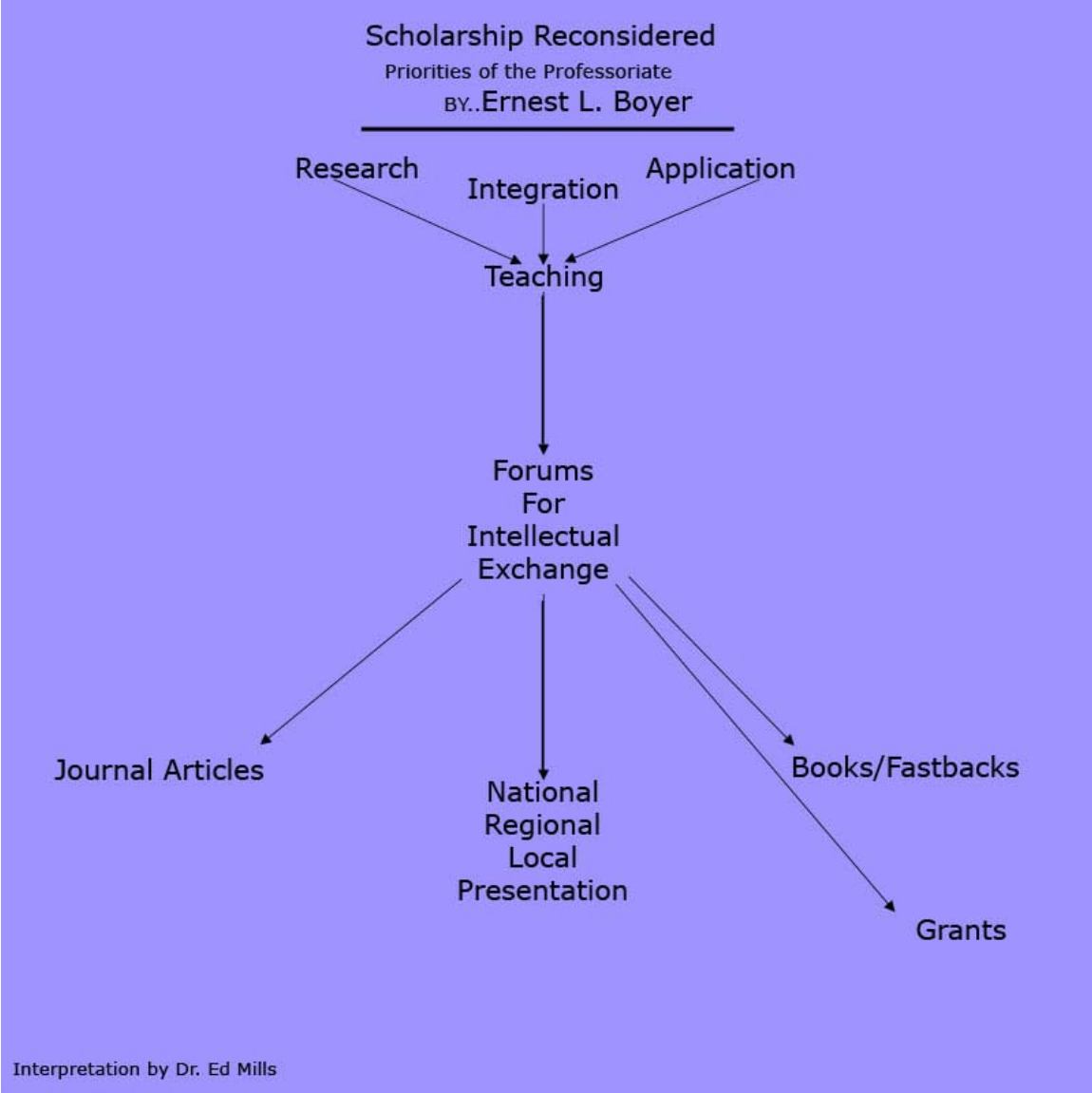
Approved: September 5, 2012

COET/AEP Faculty Workload Criteria

College of Education and Technology
Advanced Education Programs
Faculty Evaluation Criteria
Merit, Promotion and Tenure

The conceptual framework for the College of Education and Technology (COET) and the Advanced Education Programs evaluation of faculty is based upon the writings of Ernest L. Boyer, and especially those espoused in his book, Scholarship Reconsidered (1990). The mission of the College is to prepare professionals for schools, business, and industry in a global society. The department mission provides specialization in the preparation of school administrators, school counselors, community counselors, special education teachers, librarians, reading specialists, ESOL teachers, alternative certification teachers and JROTC instructors.

Boyer's model defines scholarship to include research, integration, application and teaching and recommends movement toward equalization of importance for each. COET and AEP support the concept. A schematic of that process follows.

Scholarship Reconsidered
Priorities of the Professoriate
BY..Ernest L. Boyer

Research — Integration — Application → Teaching

Teaching → Forums For Intellectual Exchange

Forums For Intellectual Exchange → Journal Articles

Forums For Intellectual Exchange → National Regional Local Presentation

Forums For Intellectual Exchange → Books/Fastbacks → Grants

Interpretation by Dr. Ed Mills

Applying the model to the FHSU Instruction, Scholarly Activities and Service criteria and those of AEP results in the following:

<u>Relative Weighting</u>

The Advanced Education Programs Department has established relative weighting of the faculty workload in this fashion:

Instruction	60%
Scholarly Activity	20%
Service	20%

Instruction (60%)

Evaluation of faculty academic year instructional activities shall constitute 60 percent of the total performance. Activities include the criteria developed by the Board of Regents and FHSU. Based on teaching 12 credit hours each semester, activities shall include, but not to be limited to, formal classroom activities and tutorial sessions, class preparation, laboratory supervision of students in internship or other practica, development of new courses for inclusion in the curriculum, or new instructional materials including software (development or adaptation) and other applications of educational technology, professional development advisable in preparation for possible new courses, and academic advising.

Documentation of these activities may include but not be limited to:

Student evaluations of teaching
Peer evaluation of teaching
Formal classroom activities
Tutorial Sessions
Class preparation
Laboratory supervision, to include practicum and internships
Academic advising
List of courses taught and summarization of student evaluations
Sample letters/comments from students regarding specifics of instruction
Student advising evaluations
Reflection of courses taught, changes made and influences for change
Reflection of academic, professional, and personal advising of students
Reflection of project/readings/problems/practicum/internships or field experience assignments
Committee member for theses
Chair/major professor for theses committees
Reflection on revision of existing courses
Attendance at professional workshops/seminars to improve instruction
Peer review of syllabi, exams & other teaching materials
Teaching portfolio containing items such as lab/practicum/internships, research on one's own teaching, client or user evaluation of projects, reflective statements about instruction

Scholarship (20%)

Evaluation of faculty academic year scholarship activities shall constitute 20 percent of the total performance. Activities include the criteria developed by the Board of Regents and FHSU. The Boyer model describes scholarship to include discovery, integration, application and teaching. The workload may include publication, (printed or electronic) of textbooks, monographs, software, and articles in professional journals, presentations at scholarly meetings, including participation as moderator or responder, exhibitions or awards for creative works, recitals, and performances, novels, short stories, or reviews, research and creative supporting activities, and the development of application of technology to one's given field.

Documentation of these activities may include but not be limited to:

DISCOVERY – performance contributing to a body of knowledge or the intellectual climate of the university.

Books which have had peer review
Grants which have had peer review
Articles which have been researched and receive peer review
Articles which have been researched
Professional articles which are unpublished
Speaking engagements which have been requested by people in the field/professions about a person's project/s

INTEGRATION – disciplinary work that seeks to interpret, draw together, and bring new insight to bear on original research. Application gives meaning to isolated facts, putting them in perspective and/or makes connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too.

Interdisciplinary work
Work with foundation courses
Relationship of existing research to the school and community setting
Fit research into larger intellectual patterns
Provide meaning to research findings

APPLICATION - responsible application of knowledge to consequential problems or utilizing school and social problems as the agenda for scholarly investigation.

Research about current school trends and issues
Apply research to school curriculum
Apply research to school legal issues
Apply research to school social and cultural situations
Apply research to school community issues
Apply research to school data review systems
Apply research to school personnel supervision and evaluation
Apply research to school administration management issues
Apply research to school diversity issues
Apply research to school and community counseling trends and issues
Apply research to school and community ethics
Apply research to school and community student groups
Apply research to school and community student growth and development issues
Apply research to school and community student career development
Apply research to school and community family issues
Apply research to school and community counseling program management
Evaluate scholarly work as an editor of a state journal
Evaluate scholarly work as an editor of a regional journal
Evaluate scholarly work as an editor of a national/international journal

Evaluate scholarly work as a member of a state journal
Evaluate scholarly work as a member of an editorial board of a state journal
Evaluate scholarly work as a member of an editorial board of a regional journal
Evaluate scholarly work as a member of an editorial board of a national/international journal

Service (20%)

Evaluation of faculty academic year service activities shall constitute 20 percent of the total performance. Activities include the criteria developed by the Board of Regents and FHSU. There are three general categories of service: service to the profession, service to Fort Hays State University, and service to the community. Service to the profession includes but is not limited to state, regional, or national offices held in professional organizations, organizing a professional workshop or meeting, and other related activities. Service to Fort Hays State University includes but is not limited to committee assignments (chair or member), offices held (elective or appointed), involvement in campus activities (Parent's Day, high school workshops, etc.), part-time administrative assignments, sponsoring or advising a student organization, contributions to recruitment, or retention of students. This service includes activities in support of the department, the college, and the University. Community service is expected of every good citizen of the community. Community service as a part of the evaluation process should be related to one's professional expertise.

Documentation of these activities may include but not be limited to:

Serve on departmental committee/s
Serve on college committee/s
Serve on accreditation committee/s
Chair accreditation committee/s
Program contact person for KSDE/NCATE/CACREP accreditation
Provide leadership in state/national accreditation (KSDE/NCATE/CACREP)
Serve on university committee/s
Serve on state/regional/national professional committee/s
Appointed/elected on regional/state/national professional committee/s
Serve as chair of departmental committee/s
Serve as chair of college committee/s
Serve as chair of university committee/s
Appointed/elected as chair of regional/state/national professional committee/s
Faculty Senate member
Chair, Faculty Senate Committee/s
Faculty Senate Officer
Serve as consultant on the local level
Serve as consultant at the state level
Serve as consultant at the regional level
Serve as consultant at the national/international level
Develop on-campus program that enriches the program/department
Develop on-campus program that enriches the college

Develop on-campus program that enriches the university
Demonstrate leadership within program/department
Demonstrate leadership within college
Demonstrate leadership within university

Comprehensive Faculty Evaluation and Development Plan
Departmental/Unit Criteria Template

College of Education and Technology
Fort Hays State University

Committee Charge

Develop a comprehensive and efficient mechanism for evaluating
faculty members in the COET at FHSU.

Committee Recommendations:

1. Commission a committee to develop a standardized process and template for course peer evaluations.
2. Commission a committee to develop a standardized template for tenure and promotion notebook evaluations.

Questions to Consider:

1. Is the proposed evaluation plan comprehensive enough to provide valid evidence for assessing the performance levels of instruction, scholarly activities, and service of the faculty members in the COET?
2. Is the proposed evaluation plan feasible enough to be completed on a yearly basis?
3. Does the proposed evaluation plan align with the procedures described in the MOA for merit, tenure, and promotion?
4. Does the proposed evaluation plan provide a useful instrument that can be used by department chairs to determine merit distribution?

Fall 2012

10-16-2012 - DRAFT

Introduction

The Kansas Board of Regents (KBOR) Policy and Procedures Manual (1995) states, "faculty evaluation criteria, procedures and instruments shall be developed through faculty participation in each department, college or division and recorded to express the performance expectations of faculty therein" (p. 48). This expectation is further clarified by the Fort Hays State University (FHSU) Memorandum of Agreement (MOA) which requires each department/unit to establish criteria for merit, tenure, and promotion. At FHSU, the departmental/unit criteria for merit, tenure, and promotion is identified within the departmental Comprehensive Faculty Evaluation and Development Plan (CFEDP).

The FHSU College of Education and Technology (COET) consist of three connected departments: the Department of Teacher Education, the Department of Advanced Education Programs, and the Department of Technology Studies. In the fall of 2008, Provost Gould charged the campus departments to review and modify their CFEDPs. The departments were encouraged to consider the University's newly developed definition for scholarly activities and incorporate Boyer's (1997) explanation of scholarship in the CFEDPs.
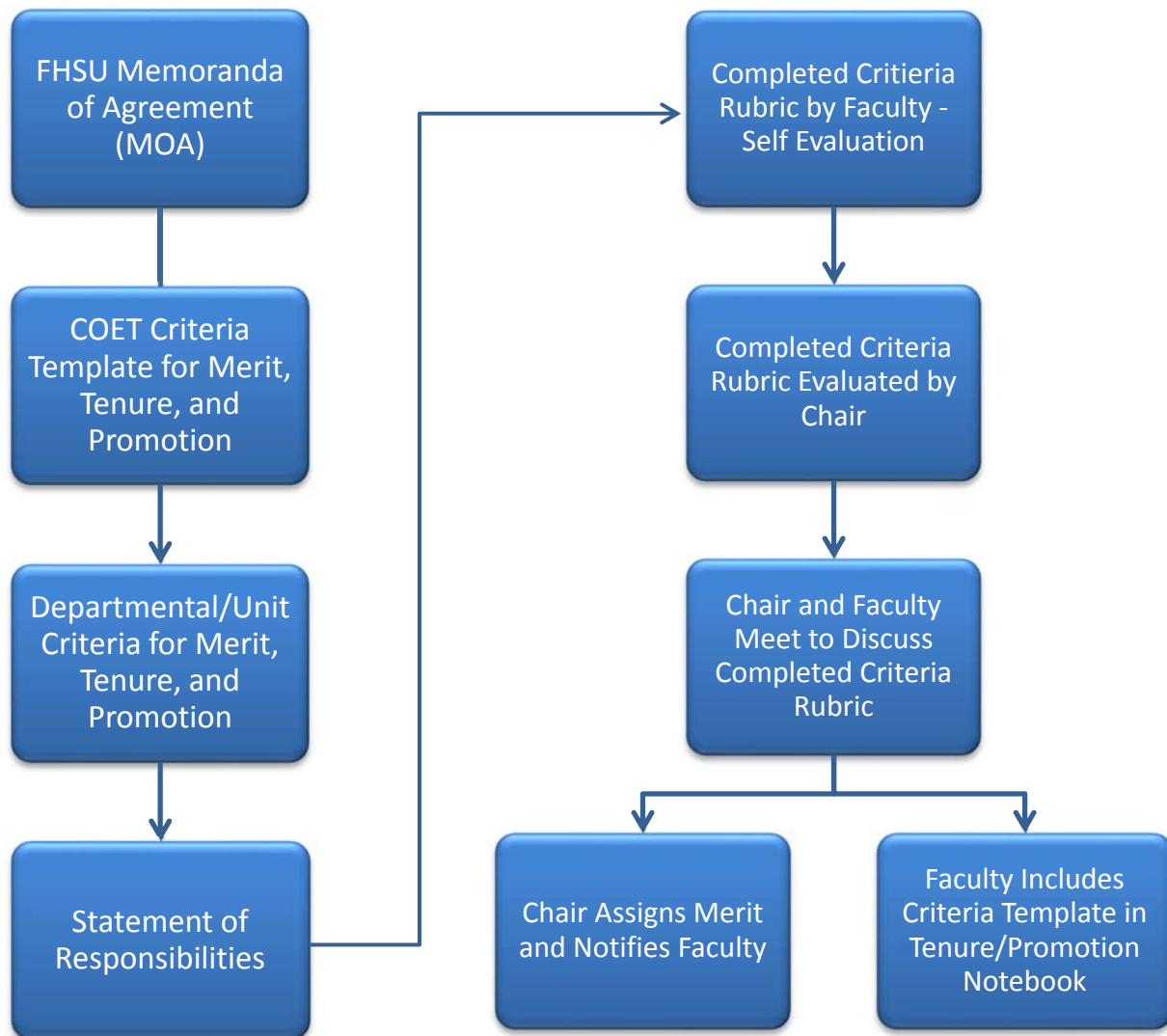
In the spring 2009, a committee was formed in the COET to develop a template for departments in the college to follow in the CFEDP review process. One purpose of the college-level template was to maintain consistency across the three departments' CFEDPs. The committee's work was put on hold during the 2009-2010 academic due to the NCATE accreditation visit. In the fall of 2010, the committee resumed work and focused primarily on the departmental/unit criteria for merit, tenure, and promotion. The committee developed an evaluation criteria based on a detailed point system and sent out the criteria for review from the college during the spring of 2011. During the fall of 2011, the committee reviewed the feedback from the college and worked to finalize the criteria. From the feedback gathered from the college, the committee determined that the detailed point system model had several weaknesses. Therefore, the committee decided to adopt a new model for evaluation and reorganized the criteria into a formative (growth) rubric.

Rationale for the Formative Rubric

The previous point system criteria was summative in nature and attempted to detail every possible activity and expectation for faculty. This process was unrealistic and failed to acknowledge the growth that faculty experience as they mature in the profession. Therefore, a formative rubric was developed to align with the merit, tenure, and promotion processes as outlined in the FHSU MOA and the COET conceptual framework. A goal of the rubric is to provide clear communication for each individual faculty member along with the other campus committees (tenure and promotion) on the departments' expectations of performance.

Criteria Flow Chart

Using the FHSU Memoranda of Agreement (MOA) as a guiding document, a college-level criteria template will be developed. After college-level approval, the criteria rubric will be customized for individual departmental/unit criteria for merit, tenure, and promotion. The departmental criteria will then be used to develop the statement of responsibilities for individual faculty members. Each year the criteria rubric will be completed by the individual faculty member and submitted to the chair of the department as part of the annual merit review process. The chair will then evaluate the completed criteria rubric and provide comments as needed. The chair and in the individual faculty member will meet to discuss the evidence and comments on the rubric. The chair will use the completed rubric to determine merit distribution and the faculty member will use the criteria rubric as the departmental/unit criteria for tenure and promotion notebook materials. Due process procedures will be followed as described in the FHSU MOA.

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┌─────────────────────┐                    ┌─────────────────────┐
│ FHSU Memoranda      │                    │ Completed Critieria │
│ of Agreement        │───────────────────▶│ Rubric by Faculty - │
│ (MOA)               │                    │ Self Evaluation     │
└─────────────────────┘                    └─────────────────────┘
         │                                           │
         ▼                                           ▼
┌─────────────────────┐                    ┌─────────────────────┐
│ COET Criteria       │                    │ Completed Criteria  │
│ Template for Merit, │                    │ Rubric Evaluated by │
│ Tenure, and         │                    │ Chair               │
│ Promotion           │                    │                     │
└─────────────────────┘                    └─────────────────────┘
         │                                           │
         ▼                                           ▼
┌─────────────────────┐                    ┌─────────────────────┐
│ Departmental/Unit   │                    │ Chair and Faculty   │
│ Criteria for Merit, │                    │ Meet to Discuss     │
│ Tenure, and         │                    │ Completed Criteria  │
│ Promotion           │                    │ Rubric              │
└─────────────────────┘                    └─────────────────────┘
         │                                    │              │
         ▼                                    ▼              ▼
┌─────────────────────┐           ┌──────────────────┐ ┌──────────────────┐
│                     │           │ Chair Assigns    │ │ Faculty Includes │
│ Statement of        │           │ Merit and        │ │ Criteria Template│
│ Responsibilities    │           │ Notifies Faculty │ │ in Tenure/       │
│                     │           │                  │ │ Promotion        │
└─────────────────────┘           └──────────────────┘ │ Notebook         │
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Departmental/Unit Criteria for Merit, Tenure, and Promotion

As described in the FHSU MOA, the normal components of the faculty member's workload are instruction, scholarly activity, and service—with a standard responsibility "weighting" of 60/20/20 percent committed to each component, respectively. Individual departments and faculty members may negotiate a different "weighting" which will be identified below.

Faculty Name:

Weighting: ___% instruction / ___% scholarly activity / ___% service

Calendar Year in Review for Merit:

Using the rubrics below, provide evidence and a self- rating for each of the categories. Submit the completed criteria and evidence to the department chair according to the annual merit review timeline.

1. Instruction

The instructional component of a faculty member's responsibilities may include both traditional and electronic learning environments, classroom and non-classroom teaching activities, and may include, but not be limited to, development of new courses or new instructional materials including software. Academic advising, supervising, mentoring, and consulting with on and off campus students and assessment of teaching and learning activities are generally considered a part of instructional activity (MOA).

(a) Negotiated Weighting for Instruction: ___%

(b) Department Minimum Statement of Responsibilities for Instruction:

(c) Instruction – Organization: clearly articulates goals, learning outcomes, and performance criteria for course and/or curriculum; aligns course goals with program goals; structures curriculum to aid learner construction of knowledge; facilitates extension, integration, and application of ideas and principles with other courses.

Performance	Developing (low impact)	Advancing (moderate impact)	Mastering (high impact)
Instructional Goals and Outcomes	Course outcomes unclear, not measurable, not aligned with program goals; no performance criteria nor scoring rubrics given	Course outcomes somewhat clear but lack performance criteria; outcomes align moderately with program goals	Course outcomes are clear and measureable, aligned with program goals; performance criteria/ scoring rubrics provided
Content Organization	Content not selected to align with course or program goals, not organized to build structure in knowledge	Content aligned with course and program goals and generally ordered to build upon previous knowledge	Content aligned with course and program goals and ordered for understanding of content and relationships among parts
Integration and Application of Technology	Limited evidence of technology application to facilitate communication and learning. Minimal alignment of course outcomes with TPACK elements.	Course uses some technology tools to facilitate communication and learning. Some course outcomes align with TPACK elements	Course uses a variety of technology tools to facilitate communication and learning. Course outcomes fully align with TPACK elements.

Overall Rating for Organization						
Faculty Rating	1	2	3	4	5	6
Chair Rating	1	2	3	4	5	6

In the following space, include a narrative that provides a rationale and evidence for the scores above. Evidence may include course syllabi, peer reviews, student evaluations, etc.

Chair comments:

(d) Instruction – Facilitation: facilitates active learning, critical thinking, and student-constructed knowledge; creates learning environment supportive of various learner needs, provides prompt, student-valued formative feedback; demonstrates instructional creativity that leads to student success; documents learner achievement.

Performance	Developing (low impact)	Advancing (moderate impact)	Mastering (high impact)
Learning Environment	Learning environment not conducive to active student participation, engagement, exploration	Learning environment in class and/or online encourages some student participation and exploration	Learning environments (in class, online, in community) encourage student participation and risk taking
Content Expertise	Content delivery, assignments, and assessments focus mostly on memorization and right or wrong answers	Content delivery, assignments, and assessments address learning of essential facts and concepts embedded in larger contexts	Content delivery, assignments, and assessments promote analysis, reflective thinking, creativity, authentic application
Assessment Feedback	Rarely gives feedback on students achievement besides test scores; feedback does not guide improvement	Provides feedback to guide student improvements in performance; possibly not timely or frequent enough for students	Uses multiple types of feedback (faculty, peer, machines) for timely, constructive guidance of student improvement

Overall Rating for Facilitation						
Faculty Rating	1	2	3	4	5	6
Chair Rating	1	2	3	4	5	6

In the following space, include a narrative that provides a rationale and evidence for the scores above. Evidence may include course syllabi, peer reviews, student evaluations, etc.

Chair comments:

(e) Instruction – Professionalism: actively participates in professional development opportunities and applies the development to teaching practices; demonstrates commitment to professional well-being of the university and its constituents; gains credibility and is available for students; provides advice that builds on students' strengths and offers valuable steps for improvement; maintains required confidentiality.

Performance	Developing (low impact)	Advancing (moderate impact)	Mastering (high impact)
Professional Development	Limited participation in professional development opportunities	Participate regularly in on and off campus professional development activities	Participate regularly in on and off campus professional development activities and integrates them into course instruction.
Availability and Advising	Maintains limited to no office hours for advising, student support, and professional development.	Posts office hours and maintains availability for advising, student support, and professional development.	Posts and maintains consistent office hours; exceeds expectations on availability for advising, student support, and professional development.
Confidentiality and Credibility	Casual about confidentiality, student rights, and university policies; may inadvertently leave students unnecessarily vulnerable	Cautious about confidentiality, student rights, and university policies; may be unaware of subtleties that need to be addressed	Demonstrates high degree of confidentiality and credibility concerning student rights and university policies; works closely with others to ensure full compliance and sensitivity

Overall Rating for Professionalism					
Faculty Rating	1	2	3	4	5	6
Chair Rating	1	2	3	4	5	6

In the following space, include a narrative that provides a rationale and evidence for the scores above. Evidence may include course syllabi, peer reviews, student evaluations, etc.

Chair comments:

(f) Narrative describing areas of growth in instruction for the year in review

2. Scholarly Activity

> Scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. **Scholarly works must be communicated with and validated by peers beyond the FHSU campus community**. The means of communication as well as the comparative value of types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline. (MOA, 2013, p. 5)

The College of Education and Technology at Fort Hays State University embraces the definition of scholarship as described by Ernest L. Boyer (1990, 1997), former President of the Carnegie Foundation for the Advancement of Teaching. This inclusive definition includes the (a) scholarship of discovery, (b) scholarship of teaching and learning, (c) scholarship of integration, (d) scholarship of engagement, and (e) scholarship of application.

The *Scholarship of Discovery* encompasses those scholarly activities which extend the stock of human knowledge through the discovery or collection of new information. Such scholarship seeks to confront the unknown and typically exhibits a dedication to free inquiry, disciplined investigation, and the pursuit of knowledge for its own sake.

The *Scholarship of Pedagogy (Teaching and Learning)* encompasses scholarly activities which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information about the learning process. Teachers use scholarship to construct educational strategies that produce desired learning.

The *Scholarship of Integration* encompasses scholarly activities which are primarily interdisciplinary or interpretive in nature. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner; drawing together isolated factors, or placing known information into broader contexts.

The *Scholarship of Engagement* encompasses scholarly activities which seek to relate the knowledge in one's field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as using social problems as the agenda for scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to social problems, or making information or ideas accessible to the public.

The *Scholarship of Application* encompasses scholarly activities which apply theory to practice. Such scholarship fosters the practical application of knowledge to real-world problems or events. The scholarship of application recognizes that the movement from theory to practice and vice versa provides authenticity and relevance for other scholarly activities.

(a) Negotiated Weighting for Scholarly Activities: ___%

(b) Department Minimum Statement of Responsibilities for Scholarly Activities:

(c) Completed Scholarly Activities

In the following categories, provide the references (APA 6th edition format) to scholarly works completed during the year in review. Below each reference, provide a brief narrative describing the (a) purpose, (b) type of scholarship (Boyer's categories), and (c) the professional contribution of the scholarly work.

Publications

Grants

Presentations

Creative Works

(d) Scholarly Activities Evaluation

	Developing (low impact)	Advancing (moderate impact)	Mastering (high impact)			
Scholarly Plan and Progress	Scholarly agenda is unclear with minimal alignment to the statement of responsibilities and Boyer's (1997) scholarship model.	The plan identifies some evidence of growth that aligns to the statement of responsibilities and Boyer's (1997) scholarship model.	The plan clearly communicates the scholarly interests and aligns to the statement of responsibilities and Boyer's (1997) scholarship model.			
Progress Toward Scholarly Activities	Minimal efforts and progress toward the completion of scholarly activities.	Continued effort and progress toward the completion of scholarly activities.	Focused, sustained, and enhanced efforts toward the completion of scholarly activities.			
Validation and Communication of Scholarly Activities	Scholarly activities not validated by a review process and communicated to peers with only one method.	Scholarly activities validated by a generic review process and communicated to peers through only one format.	Scholarly activities validated by a rigorous review process and communicated effectively to peers through multiple formats.			
Overall Rating for Scholarly Activities						
Faculty Rating	1	2	3	4	5	6
Chair Rating	1	2	3	4	5	6

In the following space, include a narrative that provides a rationale and evidence for the scores above.

Chair comments:

(e) Narrative describing areas of growth in scholarly activities for the year in review

3. Service Activity

There are three general categories of service for faculty members: (a) service to the faculty member's profession, (b) service to Fort Hays State University, and (c) service to the community. Service to the profession includes, but is not limited to, state, regional, or national offices held in professional organizations, organizing a professional workshop or meeting, and other related activities. Service to Fort Hays State University includes, but is not limited to, committee assignments (chair or member), offices held (elective or appointed), involvement in campus activities (Parents' Day, high school workshops, etc.), part-time administrative assignments, sponsoring or advising a student organization, contributions to recruitment or retention of students. This service includes activities in support of the department, the college, and the University. Community service that is a part of the evaluation process should be related to one's professional expertise (MOA).

(a) Negotiated Weighting for Service Activities: ___%

(b) Department Minimum Statement of Responsibilities for Service Activities:

(c) Completed Service Activities

In the following categories, list the service activities completed during the year in review. Below each activity provide a brief narrative describing the purpose of the activity, your role/contribution to the activity, the activity's contribution to the profession, and the relationship between the service activity and the statement of responsibilities including university initiatives.

Professional (International, National, Regional, State, and/or Local)

University (University, College, and/or Department)

Community

(d) Service Activities Evaluation

	Developing (low impact)	Advancing (moderate impact)	Mastering (high impact)
Service to the Profession	Minimal service activity in one's profession with little to no contribution to the field.	Active in service to one's profession with some contributions to the field.	Highly active in service to one's profession with major contributions to the field.
Service to the University	Minimal service activity toward FHSU with little to no contribution to the department, college, and university.	Active in service at FHSU with contributions to the department, college, and university.	Highly active in service at FHSU with major contributions to the department, college, and university.
Service to the Community	Minimal service activity to the community with little to no contribution related to one's professional expertise.	Active in service to the community with some contributions related to one's professional expertise.	Highly active in service to the community with major contributions related to one's professional expertise.
Overall Rating for Service Activities			
Faculty Rating	1	2	3	4	5	6
Chair Rating	1	2	3	4	5	6

In the following space, include a narrative that provides a rationale and evidence for the scores above.

Chair comments:

(e) Narrative describing areas of growth in service activities for the year in review

4. Overall Scores

	Developing (low impact)		Advancing (moderate impact)		Mastering (high impact)	
Instruction – Organization	1	2	3	4	5	6
Instruction – Facilitation	1	2	3	4	5	6
Instruction – Professionalism	1	2	3	4	5	6
Scholarly Activities	1	2	3	4	5	6
Service Activities	1	2	3	4	5	6
Total						