

## **DEPARTMENT OF ELEMENTARY EDUCATION**

### **ANNUAL EVALUATION GUIDELINES**

**(Approved by Faculty Vote on 5/10/06)**

**Paul R. Burden, Department Head**

**Date signed: 5/15/06**

**Michael Holen, Dean**

**Date signed: 5/18/06**

**M. Duane Nellis, Provost**

**Date signed: 6/28/06**

### **PROMOTION AND TENURE GUIDELINES**

**(Approved by Faculty Vote on 10/29/98)**

**Ray Kurtz, Department Head**

**Date signed: 12/18/99**

**Mike Holen, Dean**

**Date signed: 12/21/98**

**James R. Coffman, Provost**

**Date signed: 1/15/99**

**REVIEW DATE FOR ANNUAL EVALUATION GUIDELINES \*(WHICH INCLUDES THE CHRONIC LOW ACHIEVEMENT STATEMENT AND THE PROFESSORIAL PERFORMANCE AWARD): 5/2011**

**REVIEW DATE FOR PROMOTION AND TENURE GUIDELINES\*: 10/2003**

\*Each academic department is required by University Handbook policy to develop department documents containing criteria, standards, and guidelines for promotion, tenure, reappointment, annual evaluation and merit salary allocation. These documents must be approved by a majority vote of the faculty members in the department, by the department head or chair, by the dean concerned, and by the provost. In accordance with University Handbook policy, provision must be made to review these documents at least once every five years or more frequently if it is determined to be necessary. Dates of revision (or the vote to continue without revision) must appear on the first page of the document.

# **Merit Evaluation System for the Department of Elementary Education Kansas State University**

**Approved by the department on March 18, 1993**

**Amended by the department on August 17, 1995 with the following change:**

**Non-tenured faculty on a tenure track will continue with the percentages for teaching, research, and service as stated in the March 18, 1993 document. Tenured faculty (item I, section 1, 2, & 3) be**

**allowed to allocate percentages from 1-100 in each area as it fits the department's needs and the individual faculty member's goals, needs, and situation. Under normal circumstances, a faculty member's typical load, for the benefit of the department, should fall between the stated percentages for each of the three categories in the 1993 document.**

## **Procedures for Implementing the Merit Evaluation System**

Throughout the preparation of merit documents and implementation of the merit evaluation system, the faculty and chair will utilize as a resource the KSU Handbook on Effective Faculty Evaluation: Annual Salary Adjustments, Tenure, and Promotion, (1992), Provost Coffman's office, and will follow the "Guidelines for Evaluating Unclassified Personnel," Appendix Q, KSU Faculty Handbook.

All quotes in this document are from: The KSU handbook on Effective Faculty Evaluation: Annual Salary Adjustments, Tenure, and Promotion (1992), Provost Coffman's office, a reported of the KSU Task Force on Faculty Evaluation.

### **1. On or before January 2:**

Each unclassified faculty member submits a short vita reflecting the three categories of academic activity and the weightings he/she has assigned to each:

**I. Teaching, Supervision, & Advising 40-60%**

**II. Research & Creative Endeavors 20-40%**

**III. Service 20-40%**

"Each unclassified person will provide an annual written summary of accomplishments and activities in accordance with the guidelines provided by the unit's statement of criteria and procedures" (FH, Appendix Q). Documentation should include but is not limited to teaching evaluations, course syllabi and supporting materials, journal articles, and conference papers.

**2. On or before January 31:**

"The unit head will prepare a written evaluation for each regularly appointed unclassified person. Quantitative ratings may be used to summarize evaluative judgments, but the basis for these judgments must be explained by a narrative account. The evaluation shall provide succinct assessments of effectiveness in performing each responsibility and these statements must include summaries of the achievements/evidence which support these assessments" (FH, Appendix Q).

At this time the chair will also report to individual faculty members his/her merit ranking in each category of teaching, research, and service, his/her overall merit ranking, and his/her categorical merit ranking (H, M, L) within the Department of Elementary Education.

**3. On or before February 10:**

"Each unclassified person will review, and must have the opportunity to discuss, his/her written evaluation with the individual who prepared it. Before the unit head submits it to the next administrative level, each unclassified person must sign a statement acknowledging the opportunity to review and to discuss the evaluation and his/her relative position in the planned assignment of merit salary increases within the unit. Because the amount of funds available for merit increases is generally not known at this time, specific percentage increases will not normally be discussed. Within seven working days after the review and discussion, unclassified individuals have the opportunity to submit written statements of unresolved differences regarding their evaluations by the unit head to the unit head and to the next administrative level" (FH, Appendix Q).

**4. Between February 10 and March 15:**

The Department of Elementary Education faculty will review the Merit Evaluation System, approved by the faculty on March 18, 1993.

## **Categories of Evaluation For The Merit Year**

### **I. TEACHING, SUPERVISION, & ADVISING (40-60%)**

A "standard" full teaching load in the Elementary Education Department is currently defined as the equivalent of three courses per semester, or six courses per academic year.

Supervision of practicum students and student teachers is considered part of the standard teaching load.

Undergraduate and graduate enrollment advising, dissertation and masters thesis/report supervision, and masters oral examination committee work is also part of the teaching load and is therefore evaluated under this category.

#### Documentation:

##### **A. Minimum documentation:**

###### 1. Student Evaluations\*:

- a. One TEVAL from the Fall and one from the Spring semester of the merit year  
TEVALs should reflect both undergraduate and graduate teaching, when appropriate
- b. Supervision & Advising questionnaires for the merit year

###### **2. Course and curriculum materials that lend support to excellence in teaching**

##### **B. Other documentation:**

1. \*Faculty who teach summer school may submit student evaluations from the summer session of the merit year. However, since summer school employment is a separate contract and is neither required nor guaranteed, faculty who do not teach summer school during the merit year shall not be penalized.

2. Peer evaluations
3. Self-evaluations (e.g., videotapes of one's teaching)

## **II. RESEARCH & CREATIVE ENDEAVORS (20-40%)**

"Research and other creative endeavors encompass a broad spectrum of scholarship and other activities that require critical analysis, investigation, or experimentation. These endeavors are directed toward discovery, interpretation, or application of knowledge and ideas. Creative activities also include innovative works in the fine arts, performing arts and design professions. The results of research, scholarship and other creative activity should be shared with others through publication, performance, or other media appropriate to the discipline." (p. 3).

### Documentation:

1. Referred publications
  - Journal articles
  - Books
  - Monographs
  - Book reviews
  - Papers published in conference proceedings/yearbooks
2. Grant Proposals (Local, State, National)
3. Professional Conference Paper Presentations
  - Local, State, National, International
4. Professional Conference Panel Presentations
  - Local, State, National, International
5. Non-refereed publications
  - Journal or newsletter articles
  - Monographs
  - Book reviews

Papers published in conference proceedings/yearbooks

### **III. SERVICE: Non-directed and Directed (20-40%)**

"Non-directed service is often referenced by the generic term 'service.' It is non-directed in the sense that specific expectations are not usually delineated in job descriptions and much latitude exists for faculty members to choose how they will fill some obligation for non-directed service" (p. 4). Service activities may be in relation to the department, the college, the university as a whole, the profession, and to the public at large.

Directed service refers to service to the department, the university, or the public at large that "is explicitly delineated in a faculty member's position description, requires academic credentials and/or skills, and is often routinely and explicitly scheduled in terms of time and place. This service furthers the mission and is central to the goals and objectives of the unit" (p. 4). Examples of directed service include academic program directors or coordinators in departments.

#### Documentation for Non-Directed Service:

##### **Service to the department:**

1. Committee chair or membership
2. Director or coordinator of some aspect of the program
3. Course & Curriculum Development--In relation to program development, State and NCATE review process, etc.

##### **Service to the college:**

1. Task force or committee chair or membership
2. Student organization advisor

##### **Service to the university:**

1. Committee chair or membership
2. Faculty senator
3. Presidential lecturer

##### **Service to public and private schools and the community:**

1. Presentations

2. Workshops
3. Consulting
4. Committee or board officer or member

**Service to the profession:**

1. Journal editor
2. Journal consulting editor
3. Editorial review board
4. Board of directors, officer, etc.
5. Committee chair or membership (i.e., conference planning)
6. Book review for publisher
7. Preside at conference presentation

Documentation for Directed Service:

Since directed service is negotiated between faculty and chair, they will discuss and agree upon appropriate ways to document the directed service.

## Holistic Evaluation System

The chair reviews all materials submitted by each faculty member and assigns a score, on a scale of 1-10 (with 10 representing the highest level of performance), in each of the three categories of academic activity.

After a score is determined in each of the three categories, each score is multiplied by the weight (%) assigned to each area for the merit year. Weightings in each category are determined by individual faculty members (and in consultation with the chair, when appropriate). The short vita (see model attached) clearly indicates category weights.

If a faculty member earned a score of 6.0 in teaching and had a 60% weighting in that area, the evaluation for teaching would read as follows:

Teaching score:  $6 \times .60 = 3.6$

The evaluation for research and service for the same faculty member might then read as

follows:

Research score:  $8 \times .20 = 1.6$

Service score:  $5 \times .20 = 1.0$

The overall merit rating is simply a total of the sums in each of the three categories of academic activity:

Merit ranking: = 6.2

Merit pay increases are determined in the following way:

1. The department is given \$??,??? by the dean's office.
2. Each budgeted faculty member has received a numerical merit rating.
3. Utilizing natural breaks in merit ratings, the chair divides all budgeted faculty merit ratings into three categories, (High, Middle, and Low)
4. High, Middle, and Low categories represent the percent of salary used to calculate each faculty member's merit raise:

Average Merit = the average %, as determined by the Kansas Legislature (i.e., 2.5%)

High Merit = one percentage above average (i.e., 3.5%)

Low Merit = one percentage below average (i.e., 1.5%)

**A hypothetical example:**

Faculty Merit Rankings

**HIGH AVERAGE LOW**

8.5 8.3 7.0 6.5 6.2 5.0 4.8 4.5 3.5 3.0

**Promotion and Tenure Guidelines for the  
Department of Elementary Education**

**Approved by the department on October 29, 1998**

## **Kansas State University**

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### **Standards for Tenure for the**

#### **Department of Elementary Education**

At the conclusion of a probationary period not to exceed six years of full time work, a faculty member will be accorded-meaning granted as suitable and proper-tenure or will be given a terminal appointment for the following academic year. Speaking practically, tenure constitutes a formal declaration of assurance that, once tenured, a faculty member's professional security and academic freedom will not be challenged in the absence of full academic due process. Tenure, however, does not represent a guarantee of lifetime employment.

In decisions about the granting of tenure, the Department of Elementary Education is guided by the policies and procedures promulgated in the *Faculty Handbook* and by the guidelines of the Office of the Provost as found in *Effective Faculty Evaluation: Annual Salary Adjustments, Tenure, and Promotion*. The department is guided by the concept of tenure as a grant from one's colleagues to an individual rather than only as a reward earned for past achievement. The department is further guided by the general principles

of excellence, versatility, and collegiality in appropriate academic endeavors and in service to the University's expression of its fundamental land-grant mission through the activities of teaching, research, service, and extension.

Given the importance of decisions about granting tenure, it is reasonable to employ additional criteria to those considered for promotion; hence, the application of the principles of excellence, versatility, and collegiality, which are particularly well suited to a professional unit such as education. In tenure decisions, our obligation is to stewardship and citizenship with students and colleagues, to consumers of research and communities of scholars, and to other University constituents to have the best faculty possible.

Thus, we pose the difficult yet appropriate question, "Would the department likely do better if it denied tenure to this individual and sought to find a better person for the work to be done?" Whereas a portion of the tenure decision may be based on demonstrated individual excellence (merit), the core of the decision is based on the individual's contribution to the institutional community and mission (worth).

Furthermore, the institution is served best by faculty who are versatile, specialized, and collegial. Versatility may be expressed across the activities of teaching, research, and service. Specialization entails both depth and breadth of knowledge in a discipline or field of study, and the application of that knowledge in teaching, research-scholarship, and service. Collegial means that the individual exhibits good citizenship, works well with colleagues, and exhibits personal expertise. Whereas granting of tenure in the department and promotion to the rank of Associate Professor are tied together in time, the two decisions are made on fundamentally different grounds.

### **Standards for Promotion for the Department of Elementary Education**

Promotion is a reward earned for prior achievement in academic endeavors that are in service to the University's expression of its fundamental land-grant mission. These endeavors are conducted through the activities of teaching, research, service, and extension.

The Department of Elementary Education is a professional unit in the sense that the University's traditional activities of research, teaching, and service can be brought together within the broad professional context of the preparation of teachers at the preservice and inservice levels. Thus, teaching and learning, the scholarship of teaching and learning, and service are not viewed as distinct activities but rather as integrated components of the department's overall professional mission.

Faculty members may expect to advance through the academic ranks on the basis of demonstrated individual merit in relation to their association with the University's mission and with their own disciplines. Each higher rank demands a higher level of accomplishment.

Promotion is based upon an individual's achievements related to the specific criteria, standards, and guidelines developed by department. Successful candidates for promotion will demonstrate superior professional accomplishment and excellence in the performance of their assigned duties.

There are criteria for judging the merit of a faculty member's activities at each rank. Criteria are first delineated for Assistant Professor. Faculty members who exhibit excellence at the Assistant Professor level would be eligible for consideration for promotion to the rank of Associate Professor.

Criteria are next outlined for the Associate Professor level. Faculty members who exhibit excellence at the Associate Professor level would be eligible for consideration for promotion to the rank of Professor. Criteria for the activities of Professors are listed last.

### **Criteria for Each Rank**

The numbered items listed under each rank represent the criteria for judging the merit of a faculty member's activities at that rank. The bulleted items listed under the criteria represent indicators for the respective criteria. The indicators are intended to be illustrative rather than exhaustive. Criteria are reported here for (a) assistant professor, (b) associate professor, and (c) professor.

#### **A. Assistant Professor**

##### Teaching and Advising

1. Develops a syllabus for each course that includes information deemed necessary by the college as being needed by the student.
  - Gives each student a syllabus for each course taught.
  - Has current syllabus for each course on file in the office of the associate dean.
2. Continuously updates course materials.
3. Demonstrates currency in the research through course syllabi, class assignments, and other course materials.

4. Meets all assigned classes for scheduled hours.
5. Teaches in ways to enhance student learning.
  - Uses a variety of instructional approaches
  - Uses appropriate approaches that cause students to engage in higher-order thinking.
  - Provides opportunities for students to learn actively.
  - Insures that students develop skills appropriate to the course being taught.
6. Uses appropriate strategies to effectively assess student performance.
7. Holds high academic and ethical standards.
8. Promotes student decision making in relation to the discipline.
9. Gives attention to the needs of diverse students.
10. Engages in activities to improve teaching, including collecting, reflecting upon, and using various forms of evaluative information about their work as teachers.
  - Uses evaluation results to improve teaching.
  - Seeks out information about ways to improve teaching.
11. Regularly conducts departmentally approved evaluations of all courses.
  - Utilizes TEVAL or IDEA to gather evaluative information.
12. Provides appropriate guidance to student advisees.
  - Posts office hours and is regularly available for advising.
  - Provides appropriate guidance to enable the student to complete the degree in a timely manner.
13. Serves as an effective committee member for graduate students (after becoming a member of the Graduate Faculty).
  - Serves as a member for master's degree students.

- Serves as a member for doctoral's degree students.

#### Research and Scholarly Activity

1. Develops a research agenda for publication that is consistent with the mission of the department and the college.
  - Conducts research that is informed by professional practice and relevant to the improvement of that practice.
2. Demonstrates initiative and skill in developing, conducting, and disseminating research and scholarly activity.
  - Participates in ongoing research and scholarly activity in the professional field.
  - Provides leadership in the identification and resolution of important issues facing their professional fields.
3. Demonstrates currency in the discipline by applying recent research to their own research and scholarly activity.
4. Provides evidence of successful involvement in research and scholarship (e.g., refereed publications, funded grants, product development).
5. Disseminates research and scholarly activity through presentations at local, state, national, or international professional conferences.
6. Completes sufficient research and scholarly activity to be approved as a member of the Graduate Faculty.
7. Takes actions to strengthen knowledge and skills concerning research and scholarly activities.

#### Service

1. Participates in departmental and college meetings.
2. Works collaboratively and thoughtfully with colleagues in carrying out departmental, college, or university governance.
3. Participates in the development of curriculum.
4. Participates in interdisciplinary collaborations.

5. Attends local, state, national, or international meetings of professional organizations.
6. Provides service to local, state, national, or international professional organizations and educational constituencies.
  - Provides service and leadership in local, state, national, or international meetings of professional organizations.
  - Provides service and leadership in local, state, national, or international agencies (e.g., school districts, educational agencies).

### **B. Associate Professor**

All criteria listed for Assistant Professors are also expected for Associate Professor. In addition, the following items are included. Each higher rank demands a higher level of accomplishment.

#### Teaching and Advising

1. Has been approved as being a full member of the Graduate Faculty.
2. Serves as an advisor for master's and doctoral students.

#### Research and Scholarly Activity

1. Demonstrates accomplishment of the goals of his or her research agenda.
2. Participates in collaborative research and/or grant writing endeavors.

#### Service

1. Demonstrates increasing levels of national involvement.
2. Serves as a mentor for other faculty members as requested.
3. Provides leadership in curriculum development for the department and college.

## **C. Professor**

All criteria listed for Assistant and Associate Professors are also expected for a full Professor. In addition, the following items are included. Each higher rank demands a higher level of accomplishment.

### Teaching and Advising

### Research and Scholarly Activity

1. Participates at the national level in the dissemination of new knowledge by participating in conference organization, journal editing, holding offices, or other related leadership activities.
2. Continues to develop and maintain a research agenda and scholarly activity that results in publications that are recognized and respected by authorities in the field.

### Service

1. Positively and proactively serves as a mentor for other faculty members in teaching, advising, research and scholarly activities, and service.
2. Provides leadership in critical analysis of departmental and college issues.
3. Demonstrates thoughtful decision making and problem solving at the department, college, university, and professional levels.

## **Guidelines and Procedures Concerning Chronic Low Achievement**

### **Department of Elementary Education**

### **Kansas State University**

**January 27, 1997**

Because assigned responsibilities of the Department of Elementary Education faculty are not identical, all established standards must be evaluated commensurate with individual assigned responsibilities.

### **MINIMUM ACCEPTABLE LEVEL OF PRODUCTIVITY:**

### **Instruction and Advising**

1. Meets all assigned classes for scheduled number of contact hours.
2. Provides evidence through syllabi, class assignments and materials of currency in ones subject field.
3. Follows catalog course description in designing courses.
4. Provides effective approaches to improving student learning in assigned classes.
5. Demonstrates the ability to communicate in an acceptable manner with students during advisement, supervision, and instruction.

### **Creative**

1. Demonstrates the skills and initiatives associated with developing a coherent research agenda.
2. Demonstrates the ability to write and submit articles for publication, submit paper proposals for presentations, or grant proposals for external funding.

### **Service**

1. Provides support for students and faculty through department, college and/or University.
2. Provides evidence of participation in appropriate professional associations at local, state, regional, national or international levels.
3. Contributes to the curriculum development process of the department.

### **Procedures**

If the department (chair) concludes a person falls below the above minimum standards, the procedures as outlined in C31.5-C31.8 of the Faculty Handbook will be followed.

**Professorial Performance Award**  
**Policies and Procedures**

**Department of Elementary Education**

**College of Education**

**Kansas State University**

Approved by Faculty Vote on May 10, 2006

# **Professorial Performance Award Policies and Procedures**

**Department of Elementary Education  
College of Education  
Kansas State University**

## **Purpose**

The Professorial Performance Award rewards continued and consistently strong performance at the highest rank with a base salary increase in addition to that provided for by the annual evaluation process. The policies and procedures that appear in this document govern the manner in which candidates in the Department of Elementary Education are recommended for the Professorial Performance Award. These policies and procedures are consistent with and governed by Sections C49.1 through C49.14 of the *University Handbook*.

## **Philosophy**

The faculty in the Department of Elementary Education support the language in Section C49.1 of the *University Handbook* which states, "...the Professorial Performance Award is not a right accorded to every faculty member at the rank of Professor. Nor is it granted simply as a result of a candidate's routinely meeting assigned duties with a record free of notable deficiencies." The faculty further support the concept that the Professorial Performance Award shall be based on "...evidence of sustained productivity...and...of a quality comparable to that which would merit promotion to professor according to current approved departmental standards" [C49.2] in the areas to teaching, research, and service.

## **Minimum Eligibility Criteria**

The *University Handbook* identifies specific minimum eligibility criteria [C49.2]:

1. The candidate must be a full-time professor and have been in rank at Kansas State University at least six years since the last promotion or Professorial Performance Award;
2. The candidate must show evidence of sustained productivity in at least the last six years before the performance review; and
3. The candidate's productivity and performance must be of a quality comparable to that which would merit promotion to professor according to current approved departmental standards.

## **Procedures**

To be considered for the Professorial Performance Award, a faculty member in the Department of Elementary Education must: (1) meet the minimum eligibility criteria outlined above; (2) follow the procedures which are outlined in the *University Handbook* [c49.1 – C49.14]; and (3) adhere to any additional departmental procedures which appear in the remainder of this document.

## *Timeline*

Recommendations for the Professorial Performance Award will follow the timeline associated with the annual evaluation review outlined in the *University Handbook*. Thus, the candidate would submit materials for departmental review in January. Prior to the

preparation of review materials, the candidate should meet with the department chair to be sure that the minimum eligibility criteria have been met.

### *Review Materials*

The following materials are to be submitted for departmental review:

1. The standard “Promotion and Tenure Documentation” forms used at Kansas State University
2. A current vita
3. Documentation concerning teaching, research, and service

### *Review Procedures*

Upon receipt of the review materials, the Chair shall notify all eligible voting members of the faculty that a review needs to take place. For the purposes of the Professorial Performance Award, the Department of Elementary Education defines eligible voting members of the faculty as those persons who presently hold the rank of Professor and whose full-time academic appointment is in the Department of Elementary Education. If the department chair holds the rank of Professor, he or she may also vote.

The Chair shall make the candidate’s materials available for review for 10 days. The eligible voting members will then meet to discuss the worthiness of the candidate’s materials for the Professorial Performance Award. The vote shall occur by dated ballot showing the signature of each voting member indicating Yes/No/Abstain. A simple

majority affirmative vote by eligible voting members shall be sufficient to advance the candidate for consideration by the Chair.

After the voting, the Chair will prepare a written evaluation of the candidate's materials in terms of the criteria, standards, and guidelines established, along with a recommendation for or against the award. This evaluation will be given to the candidate. Each candidate for the award will have the opportunity to discuss the written evaluation and recommendation with the Chair, and each candidate will sign a statement acknowledging the opportunity to review the evaluation.

Within seven working days after the review and discussion, each candidate has the opportunity to submit written statements of unresolved differences regarding his or her evaluation to the Chair and to the Dean. A copy of the Chair's written recommendation will then be forwarded to the candidate. The Chair will forward all needed materials [C49.7] to the Dean.

#### *Responsibilities of the Dean and the Provost*

The Dean and the Provost will review all evaluation materials and recommendations as they determine whether the Professorial Performance Award is granted to a candidate [D49.8 – 49.11]. The Dean and the Provost will take the necessary steps to enact the funding for candidates receiving the award [C49.12 – 49.14].

## **Departmental Standards for Promotion to Professor**

The Department of Elementary Education's approved policy on promotion and tenure guidelines serves as the basis for the review of candidates for the Professorial Performance Award. From that policy, the criteria for approval to the rank of Professor are listed here. The numbered items listed under each category represent the *criteria* for judging the merit of a faculty member's activities in that category. The bulleted items listed under the criteria represent *indicators* for the respective criteria. The indicators are intended to be illustrative rather than exhaustive.

### *Teaching and Advising*

1. Develops a syllabus for each course that includes information deemed necessary by the college as being needed by the student.
  - Gives each student a syllabus for each course taught.
  - Has a current syllabus for each course on file in the office of the associate dean.
2. Continuously updates course material.
3. Demonstrates currency in the research through course syllabi, class assignments, and other course materials.
4. Meets all assigned classes for scheduled hours.
5. Teaches in ways to enhance student learning.
  - Uses a variety of instructional approaches
  - Uses appropriate approaches that cause students to engage in higher-order thinking.
  - Provides opportunities for students to learn actively.
  - Insures that students develop skills appropriate to the course being taught.
6. Uses appropriate strategies to effectively assess student performance.
7. Holds high academic and ethical standards.
8. Promotes student decision making in relation to the discipline.
9. Gives attention to the needs of diverse students.

10. Engages in activities to improve teaching, including collecting, reflecting upon, and using various forms of evaluative information about their work as teachers.
  - Uses evaluation results to improve teaching.
  - Seeks out information about ways to improve teaching.
11. Regularly conducts departmentally approved evaluations of all courses.
  - Utilizes TEVAL or IDEA to gather evaluative information.
12. Serves as a certified member of the Graduate Faculty.
13. Serves as an advisor for masters and doctoral students.
14. Provides appropriate guidance to student advisees.
  - Posts office hours and is regularly available for advising.
  - Provides appropriate guidance to enable the student to complete the degree in a timely manner.

#### *Research and Scholarly Activity*

1. Carries out a research agenda for publication that is consistent with the mission of the department and the college.
  - Conducts research that is informed by professional practice and relevant to the improvement of that practice.
2. Demonstrates initiative and skill in developing, conducting, and disseminating research and scholarly activity.
  - Participates in ongoing research and scholarly activity in the professional field.
  - Provides leadership in the identification and resolution of important issues facing their professional fields.
3. Demonstrates currency in the discipline by applying recent research to his or her own research and scholarly activity.
4. Provides evidence of successful involvement in research and scholarship (e.g., refereed publication, funded grants, product development).
5. Disseminates research and scholarly activity through presentations at local, state, national, or international professional conferences.
6. Demonstrates accomplishment of the goals of his or her research agenda.

7. Participates in collaborative research and/or grant writing endeavors.
8. Takes actions to strengthen knowledge and skills concerning research and scholarly activities.
9. Participates at the national level in the dissemination of new knowledge by participating in conference organization, journal editing, holding offices, or other related leadership activities.
10. Continues to develop and maintain a research agenda and scholarly activity that results in publications that are recognized and respected by authorities the field.

*Service*

1. Participates in departmental and college meetings.
2. Works collaboratively and thoughtfully with colleagues in carrying out departmental, college, or university governance.
3. Participates in the development of curriculum.
4. Participates in interdisciplinary collaborations.
5. Attends local, state, national, or international meetings of professional organizations.
6. Provides service to local, state, national, or international professional organizations, and educational constituencies.
  - Provides service and leadership in local, state, national, or international meetings of professional organizations.
  - Provides service and leadership in local, state, national, or international agencies (e.g., school districts, educational agencies).
7. Serves as a mentor for other faculty members as requested.
8. Provides leadership in curriculum development for the department and college.
9. Positively and proactively serves as a mentor for other faculty members in teaching, advising, research and scholarly activities, and service.
10. Provides leadership in critical analysis of departmental and college issues.
11. Demonstrates thoughtful decision making and problem solving at the department, college, university, and professional levels.