University Seminar Promotion and Tenure Expectations *(Approved by Faculty Senate, June 6, 2016)*

Bylaw Criteria — Senior Instructors must have evidence of at least "very good" teaching effectiveness as indicated by student evaluations (5.221, 5.260), *colleague evaluation that indicates satisfactory teaching effectiveness* (5.222, 5.224c), *and a self-evaluation that demonstrates characteristics of an effective teacher and demonstrates he/she seeks ways to further improve* (5.212c, 5.224).

Acceptable **[Classroom-centric instructional focus]**	**Preferred** **[Broader program focus]**	**Exceptional** **[Demonstrates leadership or innovation]**

Student Evaluations
• "Teaching effectiveness" rated at least "very good" (5.260).
 	
Classroom Instruction
• Evidence of effective teaching practices and of a commitment to improve instruction, such as:
  • Professional development activities
  • Evidence of collaborative work with colleagues
  • Assignments and activities designed to foster student engagement
  • Provides feedback to students on writing and speaking performance
 	
Advising
• Demonstrates commitment to active and knowledgeable advising of first-year students.
• Maintains advising logs and records.
 	
Curriculum Development
• Integrates courses into departmental program, including
  • Evidence of effectively preparing students for subsequent courses
  • Evidence of implementing program-wide learning objectives and assessment outcomes, including goals, proficiencies, knowledge, and skills development criteria as set forth in the University Studies Foundational strands: Communication, Critical Thinking, and Information Literacy
	Student Evaluation Survey
	• "Teaching effectiveness" rated at or near "outstanding" (5.260).
	
	Classroom Instruction
	• Meets all criteria indicated in **Acceptable** column *and* evidence of disseminating innovative teaching practices within community of colleagues
	• Evidence of perspectives, philosophical dispositions, and pedagogic practice relevant to first-year students' learning experience.
	
	Advising
	• Demonstrates criteria in **Acceptable** column *and* shows evidence of keeping current with advising training
	
	Curriculum Development
	• Meets all criteria indicated in **Acceptable** column**,** *and*:
	• Demonstrates collaboration in curriculum and program development and delivery, such as:
	  • Develops new or revised course(s) or curriculum
	  • Introduces new instructional materials, techniques, or technology to program curriculum
		Student Evaluation Survey
		• "Teaching effectiveness" rated "outstanding" (5.260).
		
		Classroom Instruction
		• Meets all criteria indicated in **Preferred** column *and* evidence of effective teaching as reflected in colleague evaluations, peer reviews, letters of recommendation, and awards for excellent teaching
		• Evidence of innovation in classroom teaching methods, such as use of technology, innovative use of software and internet resources, engagement in communication networks, community-based learning, and student collaborative work.
		
		Advising
		• Demonstrates criteria in **Acceptable** *and* shows evidence of keeping current with advising training
		• Serves as an advising resource to new faculty
		
		Curriculum Development
		• Meets or exceeds all criteria indicated in **Preferred** column *and*:
		• Demonstrates evidence of leadership in program through collaboration on curricular improvement.

Program Needs • Cooperates with program faculty in meeting loading needs both in scheduling faculty meetings and when scheduling changes are necessary • Performs competently in appropriate areas of responsibilities • Demonstrates commitment of assessing, assisting, and referring students showing signs of social adjustment problems, emotional distress, academic disengagement, financial problems, and other difficulties affecting academic success	**Program Needs** • Meets all criteria indicated in **Acceptable** column • Demonstrates a record of contributing to program administrative responsibilities through program committees • Demonstrates exemplary performance in appropriate areas of responsibility	**Program Needs** • Meets all criteria indicated in **Preferred** column *and*: • Demonstrates a record of developing new courses • Demonstrates outstanding performance in appropriate areas of responsibility
M**entoring** • Demonstrates involvement in student mentoring activities	**Mentoring** • Demonstrate significant involvement in student mentoring activities	**Mentoring** • Demonstrates exceptional commitment to mentoring students, exceeding acceptable expectations)[4] • Mentors colleagues to develop their instructional abilities (assessment, curriculum design, effective delivery, technological tools, online delivery, etc)
Assessment • Shows evidence of participation in evaluation of current practices in assessing student work for individual achievement and program alignment.	**Assessment** • Meets criteria in **Acceptable** column *and* works with program to create and maintain records of assessment outcomes	**Assessment** • Meets criteria in **Preferred** *and* demonstrates leadership in evaluation of current practices in assessing student work for individual achievement and program alignment • Works with institution-wide assessment efforts • Demonstrates active participation in assessment work related to University accreditation

Professional Development Performance Table[1]

Bylaw Criteria — Senior Instructors must have demonstrated continuing effort to maintain a current base of knowledge in the primary discipline taught, as determined by that program or interdisciplinary program and colleague evaluation that indicates satisfactory professional development (see section 5.374).

Acceptable	Preferred	Exceptional
Professional Development Demonstrates commitment to professional development, such as: • Attends on-campus workshops, training sessions, and brown bags' • Demonstrates a record of scholarly reading in the field • Demonstrates knowledge of current discourse pertaining to teaching methods and course design for first-year students • Attends workshops and/or conferences focused on developing advising practice	**Professional Development** Meets criteria in **Acceptable** *and* shows evidence of active participation and facilitation of program trainings and workshops	**Professional Development** Meets criteria in **Preferred** *and* demonstrates leadership and innovative professional development practices, such as: • Attends professional conferences in the discipline and participating as a speaker, delivering papers or posters relevant to teaching practice and assessment outcomes in University Seminar • Develops and implements campus workshops to introduce new concepts or promote best practices in FY courses • Maintains current membership in appropriate professional organizations

Service Performance Table[1]

Bylaw Criteria — Senior Instructors must have a current record of adequate and satisfactory participation in the life of the institution and colleague evaluation that indicates satisfactory service (see section 5.374). This should include service within the program and/or interdisciplinary program (such as academic advising, committee and/or individual assignments, etc). In addition, effectively performs any significant assignments (such as Program Chair, Program Director, Program Coordinator, University Seminar instructor and other special assignments).

Acceptable	Preferred	Exceptional

Program Service
• Demonstrates sustained participation in program work, such as:
  • Assisting at preview days, registration and orientation activities; and other advising related activities beyond scheduled office advising
  • Serving on program committees and/or ad hoc working groups
 	
University/Professional Service
• Serves on University and Faculty Senate Committees, or serves on Faculty Senate.
	Program Service
	• Demonstrates all criteria in **Acceptable** column.
	
	University/Professional Service
	Meets all criteria in **Acceptable** column, *and*
	• Demonstrates continuing engagement with University Committees requiring exceptional commitments (e.g. *Curriculum Committee*), *or* two 3-year service commitments on Faculty Senate Committees.
	
	Leadership
	Demonstrates a record of leadership in the program, University, or other professional organization, such as, program chair, program coordinator, faculty program director, chair active committee, lead taskforce, or other endeavor.
		Program Service
		• Demonstrates all criteria in **Acceptable and Preferred**
		
		University/Professional Service
		Meets all criteria in **Preferred** column
		
		Leadership
		Meets all criteria in **Preferred** column *and*
		Demonstrates service in multiple leadership roles, in the program, the University, and other professional organizations
		• Demonstrates a record of accomplishments in leadership roles

The following table of Research and Scholarship Guidelines is the framework for evaluating performance in Research and Scholarship *practice*. All relevant Bylaws criteria, such as years in rank, apply to these criteria, in addition to program-specific criteria.

Scholarship Performance Table

Research that applies to work in undergraduate studies may include scholarship related to composition and rhetoric, communication, creativity studies, behavioral sciences, epistemology, technology, positive psychology, sociology, social justice and advocacy, pedagogy, educational theory, linguistics, information sciences, cognitive neurosciences, among others. USEM Program aims to engender a faculty with diverse intellectual pursuits, and, in Boyer's words, "to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further the knowledge of the discipline, and to (thus) obtain rewards for professorial performance."

Acceptable	Preferred	Exceptional
Originality • Each publication, presentation, and/or grant application included some original content from this faculty member • A combination of at least three publications, presentations and/or grant applications	**Originality** • Each publication, presentation, and/or grant application included significant original content • A combination of at least four publications, presentations and/or grant applications	**Originality** • The quantity and/or quality of publications, presentations, and/or grant applications exceeded the preferred expectation (see examples below) with significant original content from this faculty member, with at least one as lead author Examples: • A combination of at least five publications, presentations and/or grant applications, including at least two publications • a single pivotal publication in the field, widely recognized for its impact, which results in invitations to conferences, workshops or other follow-up activities
Meaningfulness • At least one publication –or- • One or more presentations –or- • External grant application(s), even if not funded	**Meaningfulness** • Must include at least one national publication or two multi-state publications • May include one or more presentations • May include modest external grant award(s) (e.g. $10K one-time grant)	**Meaningfulness** • Recognized as a scholar/expert in field (either in a multi-state region or nationally) Examples: • Significant national publication • Invited speaker at major conference • Consultant for significant State or national body • Sizable external grant award(s) (e.g. multi-year grant in excess of $500K) • See examples listed under originality regarding quantity and/or quality of publications, presentations, and/or grant applications
Review • All publications, presentations, and/or grant applications passed a modest review process	**Review** • One publication, presentation, and/or grant application passed at least a moderately competitive review process	**Review** • Most publications, presentations, and/or grant applications passed at least a moderately competitive review process, including at least one formally refereed article that underwent a highly competitive review process
Dissemination • A combination of three publications, presentations, and/or grant applications received at least multi-state dissemination	**Dissemination** • At least one publication, presentation, and/or grant application was nationally disseminated	**Dissemination** • At least three publications, presentations, and/or grant applications were disseminated with a combination at the national and international levels • Nationally disseminated