

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Language, Literacy & Sociocultural Education

Department Chair/Head: Stacey Lettwich [Signature]
 Print Signature

Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 9/28/15

Signature [Signature]

Date 10-7-15 Approved
 Y/P/N (Y)

Dean/Supervisor: _____

Y/P/N

Add'l Admin: [Signature]

10/21/15 (Y) P/N

Provost/designee: _____

Y/P/N

President/designee: _____

| | | |
|--------------|------------------------------------|------------------|
| Y = Approved | P = Approved pending modifications | N = Not approved |
|--------------|------------------------------------|------------------|

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

| SUGGESTED TIMETABLE: | DATE |
|--|------------------------------------|
| Departmental approval, sent to Dean/Supervisor: | September 25 (earlier if possible) |
| Dean provides feedback regarding criteria | October 9 |
| Final administrative approval and forwarding to Senate, Department, and Dean | November 1 |

Criteria of the Tenure & Recontracting for the Position of $\frac{3}{4}$ Faculty
Department of Language, Literacy, and Sociocultural Education
September, 2015

I. *Evaluation of Teaching*

The Department assesses the performance of individual instructors based upon peer classroom observations and other sources, such as materials presented by the individual and student evaluations. Teaching is evaluated in accordance with the University Tenure and Recontracting Agreement. Evaluation of teaching includes the candidate's description of his/her teaching goals; peer observations and analyses; student course evaluations. The Department recognizes that field-based supervision is an aspect of teaching.

Evaluation of teaching includes:

1. Good organization of subject matter and course material as evidenced by:
 - Learning objective/s clearly stated to students.
 - Logical sequence of presentation
 - Preparation, including materials and technology
 - Use of a variety of resources to support instruction
 - Classroom activities and assessments that align with stated learning objective

2. Effective communication as evidenced by:
 - Questioning techniques that elicit student responses
 - Modification of instruction in response to student responses
 - Accurately responds to both non-verbal and verbal cues from students
 - Communication is clear and comprehensible

4. Knowledge and enthusiasm for subject matter and teaching as evidenced by:
 - Accurate, current presentation of content
 - Student engagement in instruction

5. Positive attitudes toward students as evidenced by:
 - Engaging in supportive interactions toward all students
 - Providing assistance to students when needed
 - Responds to student problems quickly and in a manner that provides students with a better understanding of professional behavior
 - Professional behavior in interactions with students

6. Fairness in examinations and grading as evidenced by:
 - Examinations that reflect learning objectives for class
 - Clearly stated criteria for grading
 - Responsiveness to student questions about examination content and grading

7. Flexibility in approaches to teaching as evidenced by:
 - Adjusting instruction in response to student responses

- Use of a variety of instructional methods
- Use of a variety of group sizes

8. Appropriate student learning outcomes as evidenced by:
- Student knowledge of lesson/course outcomes

II. *Contributions to Department and College*

The Department assesses contributions to department and college based on materials submitted by the candidate to document involvement in:

- Department
 - Participating on one or more department committees
 - Chairing one or more department committees
 - Participating in curriculum review and revision for a course and/or program
 - Serving on a search committee
 - Serving as a mentor to adjunct faculty
 - Participating in program development and review activities
- College
 - Participating on one or more college committees
 - Serving on the Teacher Education Council
 - Participation in professional development school activities
 - Serving on College of Education sponsored activities
- University
 - Participating on one or more university committees

III. *Fulfillment of Professional Responsibilities*

The Department assesses this area through documentation submitted by the candidate relating to:

- attending and/or presenting at professional conferences
- service to community organizations
- consultancies, paid and volunteer
- public and/or school involvement
- membership and active involvement in organizations relevant to the profession (e.g. reviewer of a professional journal sponsored by the organization, chair a subcommittee, leading a topic/theme group at a conference)
- professional speaking engagements relevant to the field

Criteria of the Tenure & Recontracting for the Position of Assistant Professor
Department of Language, Literacy, and Sociocultural Education
September, 2015

I. *Evaluation of Teaching*

The Department assesses the performance of individual instructors based upon peer classroom observations and other sources, such as materials presented by the individual and student evaluations. Teaching is evaluated in accordance with the University Tenure and Recontracting Agreement. Evaluation of teaching includes the candidate's description of his/her teaching goals; peer observations and analyses; student course evaluations. The Department recognizes that field-based supervision is an aspect of teaching.

Evaluation of teaching includes:

1. Good organization of subject matter and course material as evidenced by:
 - Learning objective/s clearly stated to students.
 - Logical sequence of presentation
 - Preparation, including materials and technology
 - Use of a variety of resources to support instruction
 - Classroom activities and assessments that align with stated learning objective

2. Effective communication as evidenced by:
 - Questioning techniques that elicit student responses
 - Modification of instruction in response to student responses
 - Accurately responds to both non-verbal and verbal cues from students
 - Communication is clear and comprehensible

4. Knowledge and enthusiasm for subject matter and teaching as evidenced by:
 - Accurate, current presentation of content
 - Student engagement in instruction

5. Positive attitudes toward students as evidenced by:
 - Engaging in supportive interactions toward all students
 - Providing assistance to students when needed
 - Responds to student problems quickly and in a manner that provides students with a better understanding of professional behavior
 - Professional behavior in interactions with students

6. Fairness in examinations and grading as evidenced by:
 - Examinations that reflect learning objectives for class
 - Clearly stated criteria for grading
 - Responsiveness to student questions about examination content and grading

7. Flexibility in approaches to teaching as evidenced by:
 - Adjusting instruction in response to student responses

- Use of a variety of instructional methods
- Use of a variety of group sizes

8. Appropriate student learning outcomes as evidenced by:
- Student knowledge of lesson/course outcomes

II. *Scholarly Achievement*

The Department assesses scholarly achievement of Tenure Track faculty based on a consistent record of productivity over 6 years focusing on:

- Professional publications in peer-reviewed, national level professional journals in the faculty member's major field of research. Quality of publication will be rated on the following criteria:
 - Authorship: First authorship rated highest.
 - Ranking of journal: Based on impact rating or acceptance rate
- Professional presentations. Quality of professional presentations will be rated on the following criteria:
 - Peer review: Peer review process utilized.
 - Scope of conference: International/National/State/Local
- Books or book chapters in the faculty member's major field of research produced by publishers that utilize a peer-review system
- Grant submission as Principal Investigator or Co-Principal Investigator for external funding (i.e. outside the university) and/or awards of internal funding through a peer-review process. Quality of funding will be rated on the following criteria:
 - Source of funding: External (National/State/Local)/Internal
 - Role of candidate: Principal Investigator/Investigator/Consultant

III. *Contributions to Department and College*

The Department assesses contributions to department and college based on materials submitted by the candidate to document involvement in:

- Department
 - Participating on one or more department committees
 - Chairing one or more department committees
 - Preparing an assessment report for a course and/or program
 - Serving on a search committee
 - Serving as a mentor to adjunct faculty
 - Participating in program development and review activities
 - Serving on hiring committees
 - Advising a student organization

- College
 - Participating on one or more college committees
 - Chairing one or more college committees
 - Serving on College of Education hiring committees
 - Serving on the Teacher Education Council
 - Advising a student organization
 - Participation in professional development school activities
 - Serving on College of Education sponsored activities

- University
 - Participating on one or more university committees
 - Chairing one or more university committees
 - Advising a student organization

IV. *Fulfillment of Professional Responsibilities*

The Department assesses this area through documentation submitted by the candidate relating to:

- consultancies, paid and volunteer
- service to community organizations
- professional speaking engagements relevant to the field
- public and/or school involvement
- membership and active involvement in organizations relevant to the profession (e.g. reviewer of a professional journal sponsored by the organization, chair a subcommittee, leading a topic/theme group at a conference)
- leadership on state, regional, national and/or international organizations