

CONTINUING FACULTY STATUS-TRACK FACULTY FACULTY CONTRACTUAL STANDARDS & EXPECTATIONS

I. Teaching

- A. The base teaching load is 24 (or its equivalent of) credits per academic year
 - 1. Faculty members may elect to teach, in addition to the base load, up to 6 credits per year.
 - 2. Ability to verbally communicate the knowledge of the candidate's field of specialization
 - 3. Organization and presentation of instructional materials
 - 4. Timely feedback/response and mentoring to students
 - 5. Managerial responsibility with regard to supplies, equipment, and environment
 - 6. Participation in activities that support instruction such as curriculum planning and development, advising students, development of instructional resources, and Faculty Colloquium or teaching workshops.

- B. These will be gauged via:
 - 1. Annual Faculty Report, the Third-Year Review, and CFS/Promotion Review since last personnel action
 - 2. Teaching evaluations by students and peers
 - 3. Successful participation of the new faculty colloquium with the Center for Learning and Teaching

II. Research and Creative Endeavors

- A. Evidence of Scholarly Research by English, Communication & Media Studies and Art Historians chiefly through:
 - 1. Publications
 - 2. Lectures and presentations of papers
 - 3. Curatorial Work for art historians
 - 4. Conducting Workshops for professional organizations
 - 5. Research Awards, Prizes, and Fellowships
 - 6. Other forms of creative and/or research endeavors

- B. Evidence of Creative Endeavors by Studio Artists chiefly through:
 - 1. Exhibitions
 - 2. Lectures, presented Papers, Publications
 - 3. Commissions, Consulting, Designing, Curating
 - 4. Awards, Prizes, and Fellowships

5. Other forms of creative and/or research endeavors

The assessment of the above evidence of scholarly and creative endeavors will be conducted yearly by the Faculty Dean near the end of the academic year through the Annual Faculty Report as well as by the Faculty's Third-Year Review and CFS/Promotion Review Committees in due time through a professional dossier binder prepared according to University guidelines and submitted by the candidate under review. The evaluation will be guided by questions of significance as evidenced by peer recognition and/or review and quantity, that is, has the work made a substantive contribution to the field, and, is there a sufficient body of work appropriate to the rank occupied by the candidate.

In general, for English, Communication & Media Studies faculty and art historians, peer-reviewed published work is more significant than lectures or papers presented. Among publications, books, including translation work are more significant than articles/shorter pieces of creative writing, articles/shorter pieces of creative writing more significant than book reviews and so forth. Such factors as the type of publisher or meeting for which work has been done, reviews of published works, or the extent of involvement in editorial, curatorial work or instructional material may all be considered as indicators of the significance of the research activities.

For studio artists, international exhibitions are generally more important than national, national more important than regional. Published reviews of the exhibitions are helpful indicators of the significance of the work. Commissions may reflect the recognitions of an individual's artistic productions.

III. Service

The candidate under review will be assessed on how s/he has adequately carried out responsibilities in the area in which s/he was initially appointed; whether the Program, Faculty, University and community at large have been strengthened by her/his presence; whether s/he has actively and effectively participated in administrative responsibilities and through special professional services and activities in and outside of the university.

Church callings are part of an individual's religious life and condition of employment and generally should not be included in the faculty report or CFS/Promotion review documents unless the voluntary service rendered is an extension of the faculty member's professional expertise, not directly a part of the member's church calling. Examples: a financial planning workshop for the community conducted by a faculty member with appropriate expertise or experience, or pro bono translation of church materials or family history records.