

Guidelines for
Group II Instructional Faculty Promotion

Ohio University

School of Applied Health Sciences and Wellness
College of Health Sciences and Professions

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School of Applied Health Sciences and Wellness

College of Health Sciences and Professions

Guidelines for Group II Instructional Faculty Evaluation

Introduction

The School of Applied Health Sciences and Wellness (SAHSW) offers undergraduate and graduate programs. The programs include undergraduate majors in Athletic Training, Nutrition, Applied Nutrition, and Exercise Physiology, and an undergraduate minor in Applied Nutrition. Graduate programs are offered in Athletic Training, Food and Nutrition Sciences, and Physiology of Exercise. Group II Instructional Faculty are selected for their teaching abilities, service, and professional activities required to meet the School's curricular goals and objectives. To create and sustain strong programs, our Group II Instructional Faculty must be exemplary University citizens (collegial, collaborative, professional), be dedicated to achieving excellence in teaching, and professional, institutional, and public service.

Group II Instructional Faculty are categorized into four ranks. The rank of Assistant Lecturer should be given to all part-time faculty (<0.5 FTE). Group II Instructional Faculty serving at 0.5 FTE or greater, the initial rank is Lecturer, the intermediate rank is Associate Lecturer, and the highest rank is Senior Lecturer. Individuals hired as Group II Instructional Faculty in or prior to academic year 2012-2013 and who held the rank of Assistant Professor are permitted to use the courtesy title of Assistant Professor; those who held the rank of Assistant Professor or Associate Professor and who hold the Associate Lecturer rank are permitted to use the courtesy title of Associate Professor; and, those who held the rank of Assistant Professor, Associate Professor or Professor and who hold the Senior Lecturer rank are permitted to use the courtesy title of Professor.

Group II Instructional faculty will normally be hired at the rank of Lecturer depending on qualifications, experience, and the School Director's and Division Coordinators discretion. The rank of Lecturer should be given to those who will teach greater than 0.5 FTE and have the appropriate degree or equivalent professional experience, as evaluated by the academic unit, and demonstrated potential for effective teaching.

Principles

The College of Health Sciences and Professions aims to become a national and international leader in transformative education and scholarly endeavors. In addition, the College strives to positively affect the health care environment of its community. Expectations for faculty members seeking promotion are that each faculty member will promote and advance the missions of the College.

Achievement of the missions of the College requires contributions by its Group II Instructional faculty in two broad areas:

- 1. Teaching**, which encompasses activities that directly or indirectly prepare students for their role in their chosen discipline;
- 2. Service**, which addresses those activities, including professional, institutional, and administrative, that enhance the community and the public.

Group II Instructional Promotion Committee

The composition of the Promotion of Group II Instructional Faculty Committee (PGII) will be faculty from the SAHSW including; one Group I faculty (assigned by SAHSW director, usually previous School P&T Committee Chair), and four Group II Instructional faculty at or above the rank of Associate Lecturer. Three Group II Instructional faculty members of the PGII Committee will be elected by the School's Group II Instructional faculty and one will be appointed by the School Director. Election will be based on majority vote by SAHSW promotion-eligible Group II Instructional faculty by anonymous ballot. If all Divisions are not represented on the committee after the vote, the School Director will appoint a person from the unrepresented Division whenever possible. The Division Coordinator from the candidate's area will serve as an ex officio committee member during deliberations. Until such a time exists that the composition of the PGII committee can be comprised of the requisite Group II Instructional faculty at or above rank, the School Director will appoint members to the PGII committee from the existing P&T committee to serve on one-year appointments. The one-year appointments can be consecutive.

If fewer than four promotion-eligible Group II Instructional Faculty qualify, the School Director, in consultation with the Chair of the PGII Committee, will identify potential members, and the Dean of the College of Health Sciences and Professions will appoint additional members from outside the School as needed.

A faculty member seeking promotion or who has a family member being evaluated for promotion will not be allowed to be voted or appointed to the Committee. (For definition of "family," see Faculty Handbook 11.C.7.a-b.)

Elected committee members shall serve for three years. Faculty members may serve consecutive terms. Terms of service shall be staggered, so that no more than one member of the Committee are new in a given year. The appointed Group II Instructional faculty will serve a one-year term.

If a faculty member is unable to complete an assigned term on the Committee (e.g. is a candidate for promotion, on sabbatical), an alternate member will be elected to fill the vacant position. If the vacancy is temporary, the replacement faculty member will complete only the period of the vacancy. If the vacancy is permanent, the replacement faculty member will complete the term.

The vote for the upcoming academic year will occur on or before the last day of Spring semester exams. The individual(s) receiving the most votes shall serve. In the event of a tie vote, there will

be an additional secret ballot vote to break the tie. Ballots will be counted by the School Director and a continuing member of the Committee.

Chairperson of the PGII Committee

The Chair of the PGII Committee shall be a Group II Instructional faculty. The Chair will represent the Committee during summer months. The chair will be elected by majority vote of the Group II Instructional faculty. If no Group II Instructional faculty at or above rank are available, the AHSW P&T chair will serve as chairperson of the PGII Committee.

Responsibilities of the PGII Committee Chair are:

- Assuring that the Committee follows the School, College, and University guidelines regarding all Group II Instructional faculty evaluation issues
- Coordinating all necessary activities to complete review of materials submitted by candidates for promotion
- Arranging Committee meetings
- Preparing Committee agendas
- Delegating Committee tasks
- Conducting meetings
- Maintaining a record of Committee actions

The Chair will serve a one-year term and then the position will be determined by election.

Committee Responsibilities

The first meeting of the Committee shall be an orientation meeting for the entire Committee, scheduled by the Chair, to review the calendar and the guidelines, and to establish a schedule of meetings.

The Committee will oversee the following tasks:

- Promotion review

The PGII Committee will be responsible for meeting the deadlines for promotion as specified in these guidelines and the College Group II Instructional Promotion Policy, as well as the guidelines found in the *Ohio University Faculty Handbook*.

Each member of the PGII Committee is required to review the dossier and supporting materials individually before the entire Committee meets to review these materials. Members of the Committee should notify the Chairperson prior to a full Committee meeting about missing materials or the need to obtain additional information. The responsibility of the PGII Committee to address the following questions: Is there clear and sufficient evidence to support the candidate's effectiveness as a teacher? Have the SAHSW's expectations for effective teaching been met?

After the final review of the dossier, the Committee will vote by anonymous ballot "for" or "against" promotion. Following the vote, the Committee Chair will prepare a letter to the School Director with the written recommendation of the Committee. The letter should state the vote results. Any individual member of the Committee may submit an addendum to the evaluation summary that may reflect a different viewpoint. This letter will be given to the School Director by the end of the first week of business after winter break, with a copy also sent to the candidate.

Letters from the Committee, with a positive recommendation, go forward to the School Director, along with the materials submitted by the candidate. The School Director then makes a decision about the candidate's case for promotion and writes a letter to the CHSP Dean by last day of fall semester; this letter is also copied to the candidate and School PGII Committee.

PROMOTION PROCEDURES

Group II Instructional Faculty Promotion

Categories Lecturer to Associate Lecturer

It is the expectation that an Associate Lecturer will demonstrate excellence in teaching, service involvement, professional growth, and instructional innovation based on their contractual assignments.

Promotion from the rank of Lecturer to Associate Lecturer requires:

- A minimum of five years full-time in rank of Lecturer at Ohio University .
 - In extraordinary instances when a Group II Instructional faculty member has demonstrated outstanding accomplishments and upon agreement of the School PGII Committee, School Director, and Dean, it will be possible for a faculty member with fewer than five years at Ohio University to be considered for Associate Lecturer.
- Meets the criteria as outlined for teaching and service.
- In addition, candidates must exhibit collegiality, demonstrate the promise of continuing exemplary contributions as a University citizen, and be dedicated to continued excellence in teaching and service.

Associate Lecturer to Senior Lecturer

It is the expectation that a Senior Lecturer will continue to demonstrate excellence in teaching and service based on contractual assignments. Other expectations of a senior lecturer should include progressively more distinctive service (leadership roles), mentorship, and/or professional service (active involvement in National, State, or District organizations).

Promotion from rank of Associate Lecturer to Senior Lecturer requires:

- A minimum of five years in full-time rank of Associate Lecturer at Ohio University.
 - In extraordinary instances when a faculty member has demonstrated outstanding accomplishments and upon agreement of the Committee,

School Director, and Dean, it will be possible for a faculty member with fewer than five years at Ohio University to be considered for Senior Lecturer.

- Meets the criteria as outlined for teaching, and professional, institutional, and public service.
- In addition, candidates must exhibit collegiality, demonstrate the promise of continuing exemplary contributions as a University citizen, and be dedicated to continued excellence in teaching and service.

Faculty Evaluation Responsibilities

Progress Towards Promotion

On or before the end of spring semester, a letter of intent must be submitted to the PGII Committee Chair indicating the candidate's intention to submit materials seeking promotion. Each candidate should be evaluated on an individual basis, based on contractual assignments.

The criteria in these guidelines (described below) will be used for the promotion evaluation. The Chairperson of the PGII Committee and the School Director will meet with the Group II Instructional Faculty member to review the Committee's written assessment. Each candidate will also be provided with this assessment in writing via a letter written by the PGII Committee by February 1st.

Pre-Promotion Review Criteria

Each pre-promoted Group II Instructional faculty member pursuing promotion may request a pre-promotion review. The candidate must have served as a Group II Instructional faculty for a minimum of three years to evaluate his/her progress toward promotion. The faculty member will submit a promotion dossier to the School PGII Chair by the second Monday of September. The dossier will contain:

- Narrative statement discussing the two areas of teaching and service and the candidate's strengths and areas of growth in each area
- Original letter of appointment
- Current curriculum vitae
- Teaching portfolio

The School PGII Committee Chair and School Director will review the materials by the end of the first week of spring semester. The School PGII Committee Chair and School Director will meet with the Dean to provide him/her with an overview of the candidate's progress toward promotion and/or tenure. This meeting will occur by the end of the third week of the spring term. The candidate will receive a letter from the School Director that integrates all feedback about his/her progress toward promotion. The letter will include suggestions regarding which area(s) the candidate may need to strengthen and improve. The School Director will issue the letter no later than February 15.

Teaching Criteria

Faculty members promoted within the College of Health Sciences and Professions will demonstrate high quality teaching effectiveness. Instruction of students is critical to the School's overall mission. Teaching effectiveness is viewed as a measure of instructor performance in and outside of the classroom. An excellent teacher maintains a high level of knowledge and expertise in his/her respective discipline. An excellent teacher exhibits the knowledge, skills, and commitment necessary to assist students as they develop a growing understanding of the subject matter, the practices, and the competencies pertinent to their disciplines.

An excellent teacher demonstrates a continuing concern for instructional effectiveness through the collection and utilization of feedback from students, colleagues, and others regarding presentation strategies and evaluation of learning. It is expected that faculty members will provide substantive evidence about their skill and effectiveness in teaching. The following information is provided as a guide to specific items that are included in the description of an individual who demonstrates high quality and effective teaching skills. Documentation should be sufficient to support the narrative and to establish a pattern of teaching that fits within these parameters (whether that teaching is in a traditional classroom setting or through other formats, e.g., distance learning, seminars).

SAHSW Group II Instructional faculty must demonstrate high quality teaching effectiveness as evidenced by the following characteristics: 1) a commitment to students; 2) an ongoing interest in the art of teaching; and 3) recognition that advising is an important aspect of the faculty-student relationship. Candidates seeking promotion will strive to balance time and effort in addressing these three areas so that professional growth is demonstrated over time.

Teaching Benchmarks

I. Shows commitment to students

- A. Meets classes regularly
- B. Returns graded/evaluated material promptly
- C. Holds office hours to promote student learning
- D. Provides syllabi which furnishes students with: instructor's name, call number, descriptive title, catalog number, basis for grading in the course, attendance policy, penalty for academic dishonesty, and explanation of policy relative to absences consistent with the policy as described in the *Faculty Handbook (IV.A.3.)*.
- E. Practices good teaching methods through the performance of activities such as:
 1. Delivering course content in a clear and organized way
 2. Demonstrating respect for students in the learning environment and fosters open communication with students around the subject matter
 3. Demonstrating flexibility in one's approach to course material and the methods used in presenting material
 4. Developing original teaching materials (assignments, handouts, slides, videotapes) to stimulate student enthusiasm and interest/engagement in subject matter
 5. Emphasizing ways of solving problems rather than providing solutions

6. Directing successful individual student work (e.g., independent studies, or research projects)
- II. Shows evidence of strong interest in the teaching process
 - A. Prepares for teaching through activities such as:
 1. Remaining up-to-date with one's discipline through journals, professional conferences, and collegial interaction;
 2. Maintaining professional competency in area of expertise or specialization;
 3. Presenting evidence of a sense of responsibility to teaching by demonstrating an ever increasing knowledge of the content area being taught;
 4. Participating in faculty/collegial activities that strengthen teaching abilities.
 - B. Promotes improved teaching by:
 1. Seeking advice from others about the courses being taught
 2. Providing documentation of actions taken to improve teaching;
 3. Discussing teaching in general with colleagues;
 4. Developing, disseminating, analyzing, and acting upon data collected on one's own teaching effectiveness;
 5. Developing innovative courses, teaching materials, or instructional techniques;
 6. Demonstrating currency in pedagogical techniques (e.g., use of technology in design and/or delivery of teaching).
 - III. Recognizes that advising is a less formal aspect of teaching; consequently, an excellent teacher/advisor:
 - A. Remains current in information regarding University policies regarding graduation requirements, general education requirements, and requirements of the student's chosen major.
 - B. Seeks information from the Assistant Dean for Student Services in the College of Health Sciences and Professions when in need of clarification.
 - C. Is accessible to students.
 - D. Follows University, College, and School/Department policy for advising availability.
 - E. Collects evaluation of advising according to School/Department procedures and acts on that feedback when appropriate.
 - F. Gives accurate information when advising.

Teaching portfolios are a substantial way for faculty to document self-reflection of instruction and mentorship (see Appendix A). To be considered for promotion, the following are expectations to be achieved. These items are required in the teaching portfolio:

- Evidence of effective instruction; and
- Evidence of quality service

The weight given to teaching must be considered in light of other demands made on the faculty member by hiring agreements or activities necessary to fulfill the School's mission. For example, a candidate may have been hired with the understanding that workload would include administrative responsibilities that include a reduced teaching workload. Likewise, a candidate may have a higher teaching load due to laboratory sections which increase contact hours. Specific teaching responsibilities will include dialogue between the faculty member, School Director, and the Division Coordinator, and will reflect the goals and needs of the School. The

School Director shall provide a written record of agreements reflecting decisions concerning workload assignments that may later affect promotion decisions to the faculty member and copies retained in the candidate's permanent file. These documents may be used in the evaluative materials submitted by the candidate at the time of review.

Service Criteria

The candidate must have actively served as chair (preferred) or member of at least one School, College, or University committee in each of the five years immediately preceding the request for promotion. It is expected that all faculty will be engaged in service within the university that extends beyond our College. It is also expected that the candidate will engage in appropriate professional service beyond the University. This may include active participation in a professional organization, community service, etc.

Preparation of Dossier & Supporting Materials

The primary document used in the evaluation of any candidate for promotion is the dossier. The dossier originates with the candidate, is reviewed by the School's PGII Committee, School Director and the Dean, and is forwarded to the Executive Vice-President and Provost. The candidate uses the dossier as a way to present a record of his/her teaching, scholarly activities, as well as evidence of service in a clear narrative summary that can easily be reviewed and understood by others.

Documents submitted for promotion consideration is due to the School PG II Committee by the second Monday of September. Sufficient documentation must be provided to the PGII Committee regarding the quality of the candidate's performance in the two categories in specified in the format below. Documentation submitted by the candidate must reflect activities carried out while the candidate is a SAHSW faculty member. The following items should be submitted on or before the deadline:

Dossier: Narrative Summary (1 inch, 3-ring binder, with tabs)

- Current curriculum vitae (see format in Appendix B)
- Narrative statement discussing the candidate's strengths, areas of growth, and University citizenship in teaching and service (see format in Appendix C)
- Statement about workload distribution and appointment responsibilities
- Original appointment letter and any documents stipulating conditions for this particular promotion

Teaching Portfolio (3-ring binder, with tabs)

- Teaching portfolio
 - Description of personal teaching philosophy
 - Statement of teaching and/or advising responsibilities
 - Title of courses taught
 - Course syllabi
 - Summary of the way each course was taught and why (e.g., how each course has evolved over time)
 - Student course evaluations for all courses instructed as part of designated workload/contractual responsibilities while at OU

- Teaching evidence and supporting documentation of all teaching-related accomplishments
- Summary of instructional effectiveness
 - Supporting documents may include: peer evaluations, videos, student interviews, administrator evaluations, self-evaluation, alumni ratings, etc.
 - Peer or administrator evaluations (see suggested rubric, Appendix D) are strongly recommended

Service (separate tab within Teaching Portfolio)

- Service evidence and supporting documentation of all service-related accomplishments

Appendices

- Appendix A: SAHSW Annual Performance Evaluations (PEP and AFPE documents)
- Appendix B: Scholarship for Graduate Faculty Status

Each Group II Instructional faculty candidate for promotion must provide both quantitative and qualitative evidence that will document teaching, and professional, institutional, and public service. To be considered for promotion, the above information must be achieved since the last promotion or hire date.

Promotion Orientation for All New Group II Instructional Faculty

A copy of these guidelines, along with the College Group II Instructional Faculty Promotion Policy, will be provided to all new Group II Instructional Faculty during the first semester of being hired.

Grievance Procedures

Should a candidate not be recommended for promotion, they are entitled to an appeal. All sections of the Faculty Handbook apply (H.F.). Appeals should be initiated at the level at which the decision was made (i.e., department/school, dean, provost). Deadlines for this process are specified in section II.F.2.d of the Faculty Handbook.

APPENDIX A

Teaching Portfolio

"What is a teaching portfolio?"

A teaching portfolio is used to describe, document, and reflect upon an individual's accomplishments as a teacher. It is a means to expose an audience (be that audience prospective employers, current colleagues, or PTCs) to the depth, breadth, and style of an individual's accomplishments in teaching.

There are two important components to the teaching portfolio: (a) evidence of one's teaching skill and (b) reflection upon that evidence. Common components in a teaching portfolio are:

- Philosophy of Teaching
- Teaching Responsibilities, e.g., list of courses and information about those courses, selective syllabi,
- Evaluation of Instruction
- Activities to Improve Teaching Effectiveness
- Analysis of and reflection upon specific components of teaching, e.g., organizing, summarizing, and evaluating the set of teaching evaluations.

"There is no single correct recipe for preparing a teaching portfolio. Since it is a highly personalized product, like a fingerprint, no two are exactly alike. But as Shore and others (1986) point out, a good portfolio for promotion and/or tenure would normally contain items from three broad areas: the products of good teaching; material from oneself; and information from others" (Seldin, 1993)

"In compiling information in all three areas, the professor interested in improvement will scrutinize the connections among philosophy, methods, course materials, student feedback, peer reviews, and outcomes of learning. Using the portfolio to collect such details and recognizing the importance of *coherence* among the various dimensions of the instrument, the instructor becomes thoughtful and intentional in examining products and materials generated by self and others to verify the extent of actual *student learning*" (Zubizarra, 1995, p. 15).

Possible items for inclusion in the teaching portfolio are listed in the three areas below:

I. The products of good teaching:

- A. Student scores on pre- and post-course examinations.
- B. Student essays, fieldwork reports, laboratory workbooks or logs.
- C. Examples of graded student essays showing excellent, average, and poor work.
- D. A record of students who succeed in advanced study in the field or are successful in the profession.
- E. Testimonials from employers or students about the professor's influence on career choice.

II. Material from oneself

- A. A reflective statement of the professor's contribution to the teaching mission of the School/Department, institution, and/or discipline.

- B. Representative course syllabi which detail course content and objectives, teaching methods, readings, homework assignments and a reflective statement as to why the class was so constructed. This section will include any courses that have been developed by the candidate.
- C. A personal statement by the professor describing teaching goals for the next five years.
- D. Description of steps taken to improve teaching including changes resulting from self-evaluation, time spent reading journals on improving teaching, participating in seminars and workshops on sharpening instructional skill including the use of technology in teaching and the incorporation of the concepts of service learning.
- E. Summary of steps taken to identify students with special problems and to design teaching and assessment procedures, which facilitate their learning.

III. Material from others

- A. Student course and teaching evaluation data, which suggest improvements or produce an overall rating of effectiveness or satisfaction.
- B. Statements from colleagues who have systematically reviewed the professor's classroom materials, the course syllabi, assignments, testing and grading practices, and reading lists.
- C. Invitations to teach from outside agencies, present a paper at a conference on teaching one's discipline or on teaching in general.
- D. Statements from colleagues who have observed the professor in the classroom as members of a teaching team or independent observers.
- E. Documentation of teaching/development activity through the Center for Teaching and Learning on campus.
- F. Learning on campus.
- G. Statements from colleagues at other institutions on such matters as how well students have been prepared for graduate studies.

APPENDIX B
CURRICULUM VITAE format:

Name
Office Address
Office Telephone Number

Academic Preparation (in reverse chronological order from the most recent to the earliest)
Scholarly and Creative Activities (Identify whether these activities are in review, accepted and, if published, identify the full name of the publication, title of the journal, volume, issue, page numbers, etc. In organizing these activities, it is essential to identify which activities are refereed.)

- A. Journal Publications (differentiate between refereed, reviewed, and invited)
- B. Books and Chapters in Books
- C. Presentations (differentiate between platform and poster presentations, refereed and invited)
- D. Grants/research conducted (indicate granting agency, role and responsibility, year(s) of award, yearly amount)
- E. Abstracts (these should be referred or peer reviewed and only listed in one place on the CV)

Professional Experience (in reverse chronological order from the most recent to the earliest)
Instruction and Advising (in reverse chronological order)
Courses/workshops taught during at least the past **five (5)** years
Field or clinical instruction
Seminar papers, theses, and dissertations indicating whether serving as advisor or committee member

Professional Associations
Committees and Service
Interdisciplinary Contributions
Special Assignments and/or Administrative Responsibilities

APPENDIX C DOSSIER NARRATIVE SUMMARY

1. The narrative summary is to be written in complete sentences using either the first person or the third person narrative style.
2. The narrative summary should focus on the progressive growth while at Ohio University and indicate growth potential within the respective academic unit. Be certain to address the School/Department's criteria for promotion. Copies of all annual evaluations shall be included as part of Appendix A of the dossier.
3. For candidates seeking promotion, the narrative should focus on the individual's progressive growth since the last promotion or since beginning employment at Ohio University (whichever is more recent). Be certain to address the School/Department's criteria for promotion.
4. If scholarship has been completed for Graduate Faculty Status, it shall be mentioned briefly in the narrative summary and documented in Appendix B.
5. Materials included within the appendices should show evidence and/or support for narrative statements. While it is important to include the appropriate documentation of activities, it is not necessary to include everything. For example, if a manuscript has been published then a copy of it will serve as evidence and it would not be necessary to include all of the correspondence prior to its publication. However, if strength wants to be shown regarding the influence of the work, then the narrative might include information about where, when, and frequency of citations have been made relevant to the published article.
6. The narrative summary is to be arranged in the following eight (8) sections. If there are no School/Department criteria for a specific section or sub-section (e.g., Interdisciplinary Contributions), the heading is to be copied and *N/A* (not applicable) entered under it. If criteria have been generated which reflect unique School/Department expectations, they are to be inserted with validating evidence as subheadings as appropriate.

Academic Preparation

- A. Institutions, dates of study, and degrees awarded. Also list postdoctoral awards, residencies, and other postgraduate study whether leading to a degree or not.
- B. Other continued educational experiences that enrich the candidate's professional status.

Professional Experience

- C. Teaching and/or other professional experience in reverse chronological order. Specify dates.
- D. Certifications and/or licenses

Instruction and Advising

Much of the documentation of this section will be found in the teaching portfolio. The teaching portfolio will be part of the supplemental materials provided to the School/Department and College committees. The narrative will include the following:

- E. Teaching Load
 - o Courses taught over the past several years. Include no more than the past five years. For each of these years, specify the following for each term: (a) MCF (Master Curriculum File) and course numbers; (b) course titles; (c) enrollments in each section; and (d) indicate whether course is required or elective.

- o Strategies for use and evaluation of technologies to enhance teaching outcomes.
- o Indicate any changes in area, number, or level of courses taught. Indicate any change in assignment or "job-description" since initial appointment.

F. Teaching Effectiveness

This sub-section contains discussion of student learning including: (a) organization and presentation of courses; (b) quantity of work in relation to credit hours; (c) level of work in relation to number of course; and (d) preparation of students for subsequent courses.

- o Student "feedback" -profile or summary from formal questionnaires, excerpts from testimonial letters from students, oral comments, and enrollment.
- o Collegial esteem – recognition of preparation of students for higher level courses, team-teaching, observation of teaching, cooperative planning of curriculum, testimonial letters.
- o Awards and other recognitions. Selection for an assignment to special programs.
- o Other evidence of teaching effectiveness (e.g., development of new courses or programs, modifications of courses).
- o Reports of Director/Chair, Dean or Associate Dean, School committees, self-rating, career directions of eminent advisees and graduates.
- o Documentation related to peer reviews.

G. Interdisciplinary Teaching (If applicable)

Include description of interdisciplinary teaching and provide an explanation of contribution or effectiveness from School Director/Department Chair.

F. Advising and Supervision

Academic and personal counseling, direction of independent study, supervision of laboratory/field/clinical work, direction of research projects, assistance in student life activities and programs.

Professional Associations

Leadership roles, memberships, attendance at meetings of local, state, regional, national organizations; memberships on committees and commissions; offices held; contributions to the profession.

Committees and Service

Contributions to University governance by attendance and participation in faculty meetings at area, School/Department, College and University levels; service on area, School/Department, College, University committees; chairing of committees; service on *ad-hoc* committees and task force groups; participation in special functions such as convocation and graduation ceremonies. Contributions to the profession at large (e.g., editorial consultant, editor, associate editor, grant reviewer, member of national conference committee). It is the responsibility of the candidate to provide evidence of the service provided (e.g., samples of peer reviews submitted, meetings from committee meetings attended, etc.).

Interdisciplinary Involvement and Contributions

Contributions by faculty members involved in interdisciplinary or intercollegiate programs other than those found in III-C above and activities with evaluative report from the director; service on thesis/dissertation committees in fields outside of own discipline; program development and curriculum planning in cognate areas.

Other Factors

Information, beyond that treated in the above categories, judged by candidate and/or committee to be relevant in the consideration of promotion and/or tenure. Items that may appear in this area could be travel, service work in community, civic or political activity. The relevance and School/Department criteria for these factors must be clearly presented with evaluations of any factor presented.

Scholarly Accomplishments (if applicable)

Research, publications, and abstracts, etc. with all items listed for books and articles in professional journals and (items A and B below). List accomplishments for at least the last five years for items C through G listed below. Provide evaluations or evidence of professional judgments for these scholarly accomplishments. In the case of multi-authored works or co-investigator status, indicate the relative nature and description of your contribution. Written feedback from external reviewers will be part of this evidence.

- A. Books
- B. Articles in professional journals
- C. Other publications (e.g., chapter or section or volume, monograph, technical reports, reviews)
- D. Internally and externally supported research projects and grants
- E. Peer reviewed papers, posters, and other scholarly presentations
- F. Workshops, service programs, and invited guest speaker
- G. Other professional accomplishments (e.g., consultations, workshops, service programs, patents received)

APPENDIX D

Suggested Teaching Evaluation Rubric

TEACHING PARAMETER	POOR PRACTICES (0 POINTS)	ACCEPTABLE PRACTICES (5 POINTS)	EXCELLENT PRACTICES (10 POINTS)
CREATES ENVIRONMENT CONDUCTIVE TO LEARNING			
INTEGRATES COURSE DESIGN			
STUDENT VOICE IN THE LEARNING PROCESS			
USE OF CONTENT/SUBJECT MATTER			
INCLUSIVE PEDAGOGIES			
USE OF TECHNOLOGY			/

TEACHING METHOD	NOT OBSERVED (0 PTS)	RARELY OBSERVED (25 PTS)	OBSERVED ON OCCASION (50 PTS)	OBSERVED SOMEWHAT OFTEN (75 PTS)	OBSERVED FREQUENTLY (100 PTS)
DELIVERY OF COURSE CONTENT					
DEMONSTRATION OF RESPECT AND OPEN COMMUNICATION					
DEMONSTRATION OF FLEXIBILITY IN TEACHING APPROACH					
DEVELOPMENT OF ORIGINAL TEACHING MATERIAL					
STIMULATES STUDENT ENTHUSIASM/ENGAGES STUDENTS					
EMPHASIS ON PROBLEM SOLVING					

APPROVAL PAGE

In accordance with the Faculty Handbook and the Promotion and Tenure Policy that were established by the College of Health Sciences and Professions, Groups I -IV voted to approve the forgoing Guidelines for Group II Instructional Faculty Promotion November 20, 2013.

Approved:

& /v r/n/ r lf _____
Wv

Promotion and Tenure Chair Date
School of Applied Health Sciences and Wellness

Roger M. Gilders 1/13/14
Roger M. Gilders, Ph.D. Date
Director
School of Applied Health Sciences and Wellness

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R 17
Interim Dean
College of Health Sciences and Professions

