Faculty Performance Expectations
NATIVE AMERICAN STUDIES

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The acceptable level describes the minimum performance expected for continued employment. Note: unacceptable performance is defined as below an acceptable level and may require a plan for correction (see 5.370).

The preferred level describes the average or typical performance level for a faculty member making good progress toward final promotion. The exceptional level would characterize and recognize faculty who demonstrated significant achievements, well beyond the preferred level.

All faculty members must have the educational background required and have completed the required years in rank prior to the effective date of promotion or the required years of service prior to the date of awarding of tenure or a three-year extendable appointment (see section 5.223).

In addition, the faculty member's performance portfolio must be reviewed and demonstrate that there are sufficient contributions in each of the areas appropriate to the faculty member's appointment. Faculty must meet or exceed the acceptable performance level in each area applicable to their appointment. The number of areas required to exceed the acceptable level gradually increases (see table below) until all areas must be at the preferred level for final promotion (Senior Instructor 2 or Full Professor). Note: exceptional performance is not expected, nor required for promotion to any rank, however faculty members may elect to replace preferred performance in two areas with acceptable performance in one area and exceptional performance in the other.

Minimum Promotion and Tenure Performance Requirements

	Min Acceptable	Min Preferred	Min Exceptional
SR Instructor 1 (3 year extendable appt.)	1	1	
SR Instructor 2		2 — OR —	
	1		1
Associate	2	1	
Tenure	1	2 — OR —	
	2		1
Professor		3 — OR —	
	1	1	1

In reviewing the characteristics at each level, no faculty member will exactly fit the description in any one column. The evaluation goal is to identify the column that best describes an individual faculty member's performance in this area.

Teaching Performance Levels

Acceptable	Preferred	Exceptional
Student evaluations • Rate instructor's teaching effectiveness "very good" or higher (see section 5.260)	**Student evaluations** • Rate instructor's teaching effectiveness at or near "outstanding" (see section 5.260)	**Student evaluations** • Rate the instructor's teaching effectiveness well into the "outstanding" category (see section 5.260)
Classroom Instruction • Evidence of a commitment to improve instruction, such as o Professional development activities that impacted instruction o Work with colleagues that impacted instruction • Evidence of effective practices, such as o Reflection and self-improvement o Engaging teaching methods o Providing meaningful classroom experiences	**Classroom Instruction** • Evidence of a commitment to improve instruction (see acceptable column) • Beyond evidence of effective practices (see acceptable column), also shares successful and/or innovative practices with colleagues	**Classroom Instruction** • Recognized by colleagues as a highly skilled and knowledgeable instructor • Models excellent teaching • Demonstrates attention and responsiveness to student needs
Curricular Development • Integrates courses into departmental programs, such as o Effectively prepares students for subsequent courses o Effectively builds on students prior learning o Effectively addresses dept'l learning outcomes	**Curricular Development** • Beyond integrating courses into departmental programs (see acceptable column), also is an effective partner in curricular and program design and delivery **Mentoring** • Actively involved in some student mentoring activities	**Curricular Development** (see preferred column) **Mentoring** • Significant student mentoring activities (either in quantity or quality of work with students) • Mentors colleagues to develop their instructional abilities (assessment, curricular design, effective delivery, etc.)
Departmental Needs • Cooperates with program faculty in meeting departmental loading needs	**Departmental Needs** (see acceptable column)	**Departmental Needs** (see acceptable column)

[Department Expectations take the form of added bullets (solid circles) under any or all of the headings above as well as added bullets (open circles) under any or all of the existing bullets above.]

Service Performance Levels

Acceptable	Preferred	Exceptional

Departmental Service
• Active participant in dept'l work:
   o Advising students in dept'l programs; writing letters of recommendation; assisting at preview days, registration and orientation activities; and other advising related activities
   o Effective contributor on his/her fair share of dept'l committees
   o Effectively carrying out his/her fair share of individual dept'l tasks
 	
University/Professional Service
• Some activity beyond department or program (e.g. serve on active University committee most years under review). Active service in professional organization or capacity may substitute for a University committee.
	Departmental Service (see acceptable column)
	
	University/Professional Service
	• University service on active committees (at least one committee every year under review, more if committee(s) is not very active). Active service in professional organization or capacity may substitute for a University committee.
	
	• Effective partner in accomplishing assignments
	
	Leadership
	• Some documentable accomplishment in a leadership role at the departmental, institutional or professional level during period under review (department chair, program coordinator, faculty program director, chair active committee, lead taskforce, significant individual task, etc.)
		Departmental Service (see acceptable column)
		
		University/Professional Service (see preferred column)
		
		Leadership
		• Recognized as a faculty leader on campus
		
		• Served in multiple leadership roles
		
		• Significant accomplishments at the institutional level as a faculty leader (either multiple committees or taskforces, as a program director, as a department chair, or other significant leadership responsibilities resulting in multiple documentable achievements that furthered the institutional mission)

[Department Expectations take the form of added bullets (solid circles) under any or all of the headings above as well as added bullets (open circles) under any or all of the existing bullets above.]

Scholarship Performance Levels

Acceptable	Preferred	Exceptional

Originality
• A combination of at least three publications, presentations, reports, and/or grant applications is cited.
• Each publication, presentation, report, and/or grant application cited includes a significant original contribution from this faculty member.
 	
Meaningfulness
• Must include at least one publication which:
  ○ Makes a contribution to the field, and/or
  ○ Has an important impact on the community, and/or
  ○ Meaningfully engages students in research.
• May include one or more presentations
• May include external grant application(s), even if not funded
 	
Review
• Most publications, presentations, reports, and/or grant applications cited passed at least a moderately competitive review process, including at least one formally refereed article.
 	
Dissemination
• Three publications, presentations, reports, and/or grant applications cited received at least multi-state dissemination.
	Originality
	• A combination of at least four publications, presentations, reports, and/or grant applications is cited.
	• Each publication, presentation, report, and/or grant application cited includes a significant original contribution from this faculty member, with at least two as sole or lead author/editor.
	
	Meaningfulness
	• Must include at least two publications which:
	  ○ Make a contribution to the field, and/or
	  ○ Have an important impact on the community, and/or
	  ○ Meaningfully engage students in research.
	• May include one or more presentations
	• May include modest external grant award(s)
	
	Review
	• Most publications, presentations, reports, and/or grant applications cited passed at least a moderately competitive review process, including at least one formally refereed article that underwent a highly competitive review process.
	
	Dissemination
	• At least two publications, presentations, reports, and/or grant applications cited were nationally or internationally disseminated.
		Originality
		• The quantity and/or quality of publications, presentations, reports, and/or grant applications cited were well above average with a significant original contribution from this faculty member, as sole or lead author/editor.
		Examples:
		  ○ A combination of at least five publications, presentations, reports, and/or grant applications, including at least three 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
		• Recognized as a scholar/expert in field (either in a multi-state region, nationally or internationally)
		Examples:
		○ Significant national publication
		○ Invited speaker at major conference
		○ Consultant for significant state or national body
		○ Reviewer (journals, grants)
		○ Conference panel organizer
		  ○ Journal editorship
		  ○ Sizable external grant award(s)
		
		• See examples listed under originality regarding quantity and/or quality of publications, presentations, reports, and/or grant applications cited.
		
		Review
		• Most publications, presentations, reports, and/or grant applications cited passed at least a moderately competitive review process, including at least two formally refereed articles that underwent a highly competitive review process.
		
		Dissemination
		• At least three publications, presentations, reports, and/or grant applications were nationally or internationally disseminated.

Typical ways our faculty meet these criteria:
- Faculty are actively involved in basic or applied research, at least some of which actively engages SOU students in the research process.
- Scholarship involves formally sharing research results with colleagues beyond the campus and most frequently takes the form of publications in the faculty member's field and presentations at regional level conferences or beyond.
- Sharing of research results and expertise also takes the form of substantial reports needed by schools, state or federal agencies, higher education institutions, or other reputable, responsible bodies in the public or private sector.
- Publications include books, articles in regional, national, and/or internationally recognized and refereed journals, or contributions to edited volumes.
- Faculty may pursue external grant support for personal, departmental, or institutional professional goals. To encourage faculty to seek large, competitive grants, submission of such a grant application will be considered even if the grant is not ultimately funded.
- There must be a continuing pattern of sustained activity *throughout* the period under review.