

Candidate _____ Applying for _____

Department or Program in which the faculty member holds appointment _____ Years at UIU _____

Next Evaluation Due Date: _____

Guidelines for Use:

Except for fifth-year review, this rubric is to be completed by the Committee on Tenure, Promotion, and Review at its level of review of the portfolio and materials submitted by or for the candidate indicated above. The completed rubric will be passed on to both the candidate and the CAO after review. In a fifth-year review, this rubric is completed by the CAO only. In any case, the completed rubric should provide context to aid in the continued development of the faculty member.

Checklists for Qualifications:**Third-Year Review/Tenure**

Have continually served in a tenure-track position since appointment to that position.

Ordinarily, faculty members on tenure-track appointments undergo third-year review in their third-year full-time employment at Upper Iowa University and apply for tenure in the sixth full year after completing five full years of their full-time employment at Upper Iowa University. Adjustments to the tenure clock that either accelerate or extend the probationary period should be noted as part of the application.

Possess a terminal degree or credential from an appropriately accredited university and in an appropriate field as set forth in the faculty member's appointment letter, which degree or credential must have been successfully completed within the time frame specified in the original appointment letter or any revisions to that Letter, and appropriate for tenure in the area being taught (unless other credentials are tenurable in that discipline, as stated in the hiring Letter by the CAO and as determined by the CAO after consultation with the tenured faculty of the department or program).

Hold the rank of Assistant Professor or higher.

Promotion to Associate Professor

Possess a terminal degree from an appropriately accredited university and appropriate for tenure in the area being taught (unless other credentials are tenurable in that discipline, as stated in the hiring Letter by the CAO and as determined by the CAO after consultation with the tenured faculty of the department or program).

Have had a minimum of five years of success as an assistant professor, or; a minimum of eight years of successful collegiate experience, or successful business, industrial, or related professional experience and demonstration of outstanding achievement and additional potential.

Promotion to Professor

A terminal degree from an appropriately accredited University and appropriate for tenure in the academic discipline being taught.
A minimum of five years of success as an associate professor, or; a minimum of thirteen years of successful collegiate experience, or a successful business, industrial, or related professional experience and demonstration of outstanding achievement.

Checklist for Required Elements in the Portfolio for Third-Year Review, Application for Tenure and/or Promotion

Letter of application that specifies for what the faculty member is applying.

Table of Contents certified and signed by the candidate as being true.

Written notification from the CAO establishing the candidate's eligibility for third-year review, tenure, and/or promotion.

Summary evaluation.

Current curriculum vitae.

Current statement of teaching philosophy.

Requisite number of self-evaluation narratives.

- Two for third-year review (or if the faculty member has a shortened probationary period, one self-evaluation for every full year of service beginning with the issuance of a tenure-line appointment including temporal credit towards tenure completed at UIU).
- Five for tenure only or tenure plus promotion to associate Professor (or if the faculty member has a shortened or lengthened probationary period, one self-evaluation for every full year of service beginning with the issuance of a tenure-line appointment including temporal credit towards tenure completed at UIU).
- For promotion to Associate Professor only: one self-evaluation for every full year of service beginning with the issuance of a tenure-line appointment including temporal credit towards tenure completed at UIU.
- For promotion to full Professor, one self-evaluation for every full year of service since being promoted to Associate Professor.

Requisite number of Faculty Summative Evaluations completed by the CAO or designee.

- Two for third-year review (or if the faculty member has a shortened probationary period, one summative evaluation for every full year of service beginning with the issuance of a tenure-line appointment including temporal credit towards tenure completed at UIU).
- Five for tenure only or tenure plus promotion to associate Professor (or if the faculty member has a shortened or lengthened probationary period, one summative evaluation for every full year of service beginning with the issuance of a tenure-line appointment including temporal credit towards tenure completed at UIU).

- For promotion only: the respective number of Faculty Summative Evaluations by the CAO, called for by that point in the probationary period or any that are performed under Chapter 6 [Faculty Evaluation].

For tenure only: the letters and completed rubrics from the Committee on Tenure, Promotion, and Review resulting from the third-year review.

For post-tenure promotion only: the letters and completed rubrics from the Committee on Tenure, Promotion, and Review resulting from the granting of tenure.

Requisite number of peer reviews conducted by the CAO or designee.

- Two for third-year review (or if the faculty member has a shortened probationary period, one peer review for every full year of service beginning with the issuance of a tenure-line appointment including temporal credit towards tenure completed at UIU).
- Five for tenure only or tenure plus promotion to associate Professor (or if the faculty member has a shortened probationary period, one peer review for every full year of service beginning with the issuance of a tenure-line appointment including temporal credit towards tenure completed at UIU).
- For promotion only: the respective number of peer reviews by the CAO, called for by that point in the probationary period or any that are performed under Chapter 6 [Faculty Evaluation].

Requisite number of additional faculty peer reviews. At least one of these must be from a tenured faculty member at UIU and one from a full-time faculty member within the candidate's department or program.

- At least two for third-year review (completed within twelve calendar months prior to January 15 of the application year and received by the candidate no later than January 15 of the application year).
- At least three for tenure only or tenure plus promotion to associate Professor (completed within twenty-six calendar months prior to October 1 of the application year and received by the candidate no later than October 1 of the application year).
- At least three for promotion only (completed within twenty-six calendar months prior to October 1 of the application year and received by the candidate no later than October 1 of the application year).

Copies of all Upper Iowa University Student Opinion of Instructor and Course surveys received for classes taught since the issuance of a tenure-line appointment. Any missing student opinion surveys are indicated and explained.

Checklist for Required Elements for Fifth-Year Review

For fifth-year review, the candidate is responsible for ensuring the CAO has completed at least one supervisor review of teaching and that at least one additional peer review of teaching has been completed by another tenured faculty member (completed within twelve calendar months prior to January 15 of the application year and received by the candidate no later than January 15 of the application year).

Notes on any Supplementary Material Included:

Teaching Effectiveness

Evaluative Criteria	Subcategory	Unsatisfactory	Needs Improvement	Meets Expectations (for tenure) Evidence should be provided regarding the following expectations in each area:	Exceeds Expectations
	Content Expertise	A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	• Demonstrates command of subject matter. • Exhibits knowledge about recent trends, findings, or principles within the discipline. • Uses relevant examples or demonstrations. • Links content to other areas within the field of expertise, to other fields or workplace environments. • Possesses appropriate licensure or certifications when applicable.	Consistently exceeds the expectations set for tenure in this area.
	Comments:				
	Instructional Delivery Skills	A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	• Demonstrates interest and enthusiasm in the subject and the student learning process. • Demonstrates effective communication skills: writing, speaking, and listening. • Elicits student participation. • Provides feedback pertaining to assignments and tests in a timely fashion.	Consistently exceeds the expectations set for tenure in this area.
	Comments:				
	Instructional Design Skills	A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	• Implements clear and accurate course syllabi, assignments, and handouts. • Implements effective instructional strategies based on course content and discipline. • Incorporates appropriate technology. • Utilizes research and trends in pedagogy to improve student learning. • Assesses student learning and uses the results to implement teaching strategies that improve student learning.	Consistently exceeds the expectations set for tenure in this area.

Evaluative Criteria	Subcategory	Unsatisfactory	Needs Improvement	Meets Expectations (for tenure) Evidence should be provided regarding the following expectations in each area:	Exceeds Expectations
	Comments:				
	Course Management	A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	• Actively engaged in course management. • Processes course-related forms such as grade records, incomplete grade forms, finals grades, etc., in a timely fashion. • Effectively utilizes the LMS. • Completes general education rubrics when applicable. • Adheres to instructional time guidelines (Credit Hours Policy). • Adheres to current syllabus template requirements.	Consistently exceeds the expectations set for tenure in this area.
	Comments:				
Scholarship	Scholarship should fall into at least one of the four categories described by Boyer: scholarship of discovery, integration, application, or teaching	A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	• Mentoring of student research in any of the scholarship areas; <i>or</i> • Engages in formal or informal educational research to improve student learning.	Consistently exceeds the expectations set for tenure in this area.

Evaluative Criteria	Subcategory	Unsatisfactory	Needs Improvement	Meets Expectations (for tenure) Evidence should be provided regarding the following expectations in each area:	Exceeds Expectations
	Comments:				
Professional Development		A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	• Active conference participant at a local, state, regional, national, or international conference and has demonstrated that it contributed to keeping current with requirements, knowledge, or trends; improved student learning, or program development or curriculum revision.	Consistently exceeds the expectations set for tenure in this area.
	Comments:				
Service	University (departmental, programmatic, or general university service)	A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	• Actively engages in department and program service. • Participates effectively in the recruitment and retention of students. • Participates effectively in OAR days, visit days, open houses, graduate fairs, or career fairs, as appropriate per faculty location. • Actively participates in department and faculty meetings and committees. • Engages in program assessment. • Serves as an effective academic advisor/mentor. • Actively engaged in University service. • Serves effectively on University committees or task forces.	Consistently exceeds the expectations set for tenure in this area.
	Comments:				

Evaluative Criteria	Subcategory	Unsatisfactory	Needs Improvement	Meets Expectations (for tenure) Evidence should be provided regarding the following expectations in each area:	Exceeds Expectations
	Community (geographic, professional, or other communities)	A written remediation plan will need to be developed for this area.	Deficient in this area, but evidence suggests that expectations for tenure could be met with appropriate professional development and/or coaching.	Actively engages in community service.	Consistently exceeds the expectations set for tenure in this area.
	Comments:				

Note: The elements of the rubric do not represent an exhaustive list of measures by which to meet evaluative criteria. See the Self-evaluation, Summative Evaluation, or Summary Evaluation forms for additional examples. **For promotion/fifth-year review:** In addition to maintaining the expectations for tenure, the reviewer/committee should consider if the faculty member has demonstrated outstanding leadership in at least *one* of the four areas (Teaching, Scholarship, Professional Development, or Service) for promotion to Associate Professor or fifth-year review at this rank, or in at least *two* of the areas for promotion to Professor or fifth-year review at this rank, in the course of the temporal requirement for the respective level of promotion.

Additional Comments (below):

Approving Signature

Date