Administrative Policies and Procedures

The College of Education and Professional Studies guidelines follow university policy (Appendix E in the Faculty Handbook). Tenure and Promotion distinctions are earned by a faculty member for making significant contributions to the university, the college, the department, and the profession. The College is committed to supporting the University’s mission of helping students learn by providing transformative education experiences so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. For all tenure and promotion levels, the following percentage weights will be applied:

Teaching - 60 percent
Scholarly/Creative Productivity – 20 percent
Service – 20 percent

Responsibilities

Responsibilities of the College:
1. To assist a faculty member planning for pre-tenure review, promotion to Associate Professor, and/or tenure, the department chairperson and the dean will evaluate the faculty member’s work every year. This evaluation will include a review of the faculty member’s work during the previous year based on the annual faculty development plan and an evaluation of the faculty member’s plan for the next year.

2. To assist a faculty member’s planning for promotion to Professor, the department chairperson and the dean will evaluate the faculty member’s work since the granting of the rank of Associate Professor. This evaluation will include a review of the faculty member’s work since the last promotion based on the faculty member’s three-year faculty development plan.

Responsibilities of the Department:
1. To assist a faculty member planning for pre-tenure review, promotion to Associate Professor, and/or tenure review, the department chairperson will evaluate the faculty member’s annual productivity. This evaluation will include a review of the faculty member’s productivity during the previous year as it relates to meeting the faculty member’s goals for promotion to Associate Professor or for tenure review. The department chairperson will make every effort to help the faculty member achieve the goals that he/she set, particularly if a weakness in one of the three areas is evident.

2. To assist a faculty member’s plan for promotion to Professor, the department chairperson will evaluate the faculty members’ productivity since the granting of the rank of Associate Professor. This evaluation will include a review of the faculty member’s productivity since the last promotion based on the faculty member’s three-year development plan.
3. Faculty members undergoing post-tenure review will meet with the department chairperson by a designated date in the year of the review.

Responsibilities of the Faculty Member:
1. In planning for pre-tenure review, promotion, and/or tenure review, the faculty member will create a faculty development plan each year prior to the review and will discuss that plan with the department chair during the annual review. Each year, the faculty member and the department chairperson will evaluate progress on the plan and make modifications as necessary.
2. When applying for promotion and/or tenure review, the faculty member prepares a complete dossier/vita following the approved college and department guidelines. Applicants for promotion and/or tenure review are responsible for assembling evidentiary documentation, for making a case in support of the application and for submitting materials according to established deadlines. Recommendations at each level are based upon data supplied by the faculty member, as well as department, college, and university data.

Responsibilities of Colleagues:
1. It is the responsibility of all tenured faculty members to fulfill their role in the peer evaluation process with the highest professional integrity in accordance with university, college, and departmental policies.
2. For this purpose, tenured faculty members will objectively evaluate a candidate’s dossier/vita and make appropriate responses on all forms and abide by the Confidentiality Clause.

Guidelines for Annual Review and Pre-Tenure Review

Annual Review
Every non-tenured full-time faculty member will be subject to an annual performance evaluation by the department chairperson to review his/her progress and establish goals for the upcoming year.
The first review takes place during the fall semester of the first year of employment. The faculty member will submit the following to facilitate the review:
- A faculty review plan
- Classroom Observation Reports from one tenured-faculty member selected by the faculty member and the department chairperson.

Subsequent reviews will occur each fall semester. The faculty member will submit the following to facilitate the review:
- A faculty review plan with a self-evaluation of previous annual goals- those identified during the last annual evaluation. The faculty member should cite specific evidence to demonstrate that the goal was accomplished or an explanation if the goal was not accomplished.
- Goals should be developed in each of the three areas for the next evaluation period. These should be included on the Faculty Review Plan.
- Student Perception of Instructional Effectiveness results for the previous year.
• Classroom Observation Reports from one tenured faculty member selected by the faculty member being evaluated and the department chairperson.

The final annual review will take place in the fall semester following the granting of tenure and, as all annual reviews following the first one, will focus on productivity during the previous academic year. The faculty member will submit the following to facilitate the review:
• A faculty review plan with a self-evaluation of previous annual goals—those identified during the last annual evaluation. The faculty member should cite specific evidence to demonstrate that the goal was accomplished or an explanation if the goal was not accomplished.
• Student Perception of Instructional Effectiveness results for the previous year.
• A faculty review plan with 3-year goals identified.

Pre-Tenure Review

The purpose of pre-tenure review is to give the faculty member feedback about his/her progress toward the recommendation for tenure and/or promotion to Associate Professor. Pre-tenure review is a peer review performed by the faculty member’s tenured departmental colleagues and the department chairperson. Pre-tenure review will occur in the fall semester of the third year of full-time, tenure-track employment. The faculty member will submit the following to facilitate the review:
• A current curriculum vitae following the guidelines established in the CEPS Tenure & Promotion Guidelines to the department chairperson by September 1
• All Student Perception of Instructional Effectiveness numerical summary reports
• A completed faculty review plan
• Classroom Observation Reports from a tenured faculty member selected by the faculty member and the department chairperson.

Dossier/Vitae Preparation

For tenure and promotion purposes, scholarly presentations and publications are academic works that are professional and/or research based and is directly related to one’s role at the University of Central Oklahoma. Scholarly presentations are those presentations that are made at professional meetings. For example, presentations at annual conferences of professional associations would be counted. In-service presentations would NOT be counted as scholarly presentations (these would be counted as community service activities).

Professional/Scholarly publications are those research or scholarly manuscripts published in peer-reviewed professional journals, books, or chapters in books. Examples include manuscripts based on research or scholarly work that are published in a university journal, in a state or national association journal, or in a professional journal, such as journals listed in the Current Index to Journals in Education. Articles that provide department, college, university, or community information or service are not considered research or scholarly publications even though published in a peer-reviewed professional/scholarly journal. Information articles published in non peer-reviewed newsletters are also not considered professional publications.
For tenure and promotion purposes, service activities include only activities where one’s service is professionally related to one’s role at the University of Central Oklahoma. One example would be a counselor or psychologist assisting an organization in the development of suicide prevention activities or assisting the organization in their work with clients who have some psychological issue. Another example would be a faculty member providing in-service training to teachers, administrators, counselors, or psychometrists.

Not included would be service activities for organizations such as parent-teacher organizations, churches, or other community organizations not related to one’s professional role at the University of Central Oklahoma. Also not included would be hobby, recreational or unrelated activities. In addition, compensated private practice activities cannot be counted as service for tenure or promotion.
PRE-TENURE REVIEW

The pre-tenure review shall be a component of a tenure-track faculty member’s annual faculty performance evaluation that occurs two years prior to eligibility for tenure review. All stipulated activities completed since initial full-time employment by the University of Central Oklahoma up to September 1 of the pre-tenure review year shall be considered for pre-tenure review. By September 1 a current curriculum vita/dossier, following the guidelines in this document, must be submitted to the faculty member’s respective department chair (see section E 3.1.b of the Tenure and Promotion Sections, Amended Faculty Handbook 2012).

Two peer observations of classroom performance will be completed each year. The College of Education and Professional Studies “Observation Document for Peer Observation” will be used as the instrument for peer observation. All peer observers must be tenured faculty members and members of the same department as the faculty member being observed. One peer observer will be the respective department chair and one observer will be selected by the faculty member being reviewed. The observer and the faculty member being observed will jointly determine the time and date of the observation.

Effective Classroom Teaching (60%)

A. Self-Evaluation
   1. List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)
   2. Average scores from the student evaluations for each semester of the review period.

B. Related Evidence of Teaching Effectiveness
   Complete a minimum of one (1) additional teaching activity. For each entry provide the semester(s) and year(s). Teaching activities include the following:
   1. Demonstrate curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
   2. Develop a course. Identify the basis for the course and procedure and information used to develop the course content.
   3. Describe major changes to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
   4. Describe opportunities for students to learn in alternative formats.
   5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
   6. Mentor research and/or teaching assistant(s). Describe what activities were involved.
   7. Mentor student’s practicum, internship and/or capstone experiences. Describe what activities were involved.
8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.

9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destination and the number of students involved.

10. Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.

11. Awards or recognition for teaching excellence. Include the name and date of the award.

C. Provide a brief description including specific activities of how you have facilitated transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one-page double-spaced.

**Scholarly/Creative Achievement (20%)**

A. Self-Evaluation: List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete a minimum of two (2) activities during the review period from the following list. For each entry provide the semester(s) and year(s).

1. Submit to present at a peer reviewed professional/scholarly meeting (International, national, regional or state level).
2. Submit a book, book chapter(s), article in a professional journal that is peer reviewed, juried, or refereed.
3. Involve students in scholarly/research activities. Provide a description of the activities.
4. Identify completed certification requirements or credentials related to one’s teaching or content area(s).
5. Describe new skills or knowledge developed through attendance at a professional conference, seminar, workshop, or meeting.
6. Direct a Service Learning project. Provide a description of the project and the number of students involved.
7. Participate in a grant writing activity including a grant review and/or grant management (include internal grants). Provide a description of the grant activity.
8. Design and/or supervise a creative project or program related to one’s professional role at UCO. Provide a description of the project.
9. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports. Provide a description of the activity.
10. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organizations. Provide a description of the activity including the name of the organization.
11. Direct or serve on a research, capstone project, or thesis committee.
Contributions to the Institution and Profession (20%)

A. Self-Evaluation: List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete a minimum of two (2) contributions to the institution and profession through service in the following areas. For each entry provide the semester(s) and year(s).

1. Professional service to the community that is directly related to one’s role at the university.
2. Service to a professional organization (active membership, committee work, board membership, officer, sponsor, or journal reviewer).
3. Judge academic activities or assisting with student contests.
4. Service to the program by membership and/or contribution to a program-level committee or activity.
5. Service to the department by membership and/or contribution to a department-level committee or activity.
6. Service to the college by membership and/or contribution to a college-level committee or activity.
7. Service to the university by membership and/or contribution to a university-level committee or activity.
8. Service as a program coordinator.
9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
10. Student retention or recruitment activities. Describe the activities that were involved.
11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
13. Teacher Education Faculty must complete a minimum of ten hours of PK-12 experience each academic year.
Tenure Review

To be a candidate for tenure, a full-time faculty member must hold a rank of assistant professor, associate professor, or professor; have a tenure track appointment; have successfully served the probationary period as defined in Section E.2.3 of the Faculty Handbook; hold an earned doctorate or other terminal degree from a regionally accredited or internationally recognized institution; and, have earned a total of 60 graduate semester credit hours in the teaching field as part of an approved program at a regionally accredited or internationally recognized institution. The tenure process generally occurs in the fall of the fifth year of service. (Faculty Handbook E.5.a-e)

Effective Classroom Teaching (60%)

A. Self-Evaluation
   1. List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)
   2. Average scores from the student evaluations for each semester of the review period.

B. Related Evidence of Teaching Effectiveness
   Complete a minimum of three (3) different teaching activities from the following list.
   For each entry provide the semester(s) and year(s):
   1. Demonstrate curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
   2. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.
   3. Describe major changes made to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
   4. Describe opportunities for students to learn in alternative formats.
   5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
   6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.
   7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.
   8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
   9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destination and the number of students involved.
   10. Supervise a Service Learning experience. Provide a description of the experience and the number of students who participated.
11. Awards or recognition for teaching excellence. Include the name and date of the award.

C. Provide a brief description including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one-page, double-spaced.

Scholarly/Creative Achievement (20%)

A. Self-Evaluation: List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete one (1) of the following activities. For each entry provide the semester and year.
   1. Presentation at a peer reviewed professional/scholarly meeting.
   2. Publish a book, book chapter(s), article in a professional journal (including electronic), or professional association publication, or other (with explanation included) that is peer reviewed, juried or refereed.
   3. Receive funding for an external grant.

C. Complete a minimum of four (4) scholarly/creative activities from at least three (3) different categories below. For each entry provide the semester(s) and year(s).
   1. Presentation at a professional/scholarly meeting (international, national, regional, state, or local).
   2. Complete certification requirements or credentials related to one’s teaching or content area(s).
   3. Develop new skills or knowledge through attendance at a professional conference, seminar, workshop, or meeting.
   4. Involve students in scholarly/research activities.
   5. Direct a Service Learning project. Provide a description of the experiences and the number of students involved.
   6. Participate in a grant writing activity including a grant review and/or grant management (include internal grants).
   7. Design and/or supervise a creative project or program related to one’s professional role at UCO.
   8. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports.
   9. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organizations. Provide a description of the activity including the name of the organization.
   10. Direct or serve on a research, capstone project, or thesis committee.
Contributions to the Institution and Profession (20%)

A. Self-evaluation: List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete a minimum of four (4) different service activities from at least three (3) different categories below. For each entry include the semester(s) and year(s).

1. Professional service to the community that is directly related to one’s role at the university.
2. Service to a professional organization (active membership, committee work, board membership, officer, sponsor, or journal reviewer).
3. Judge academic activities or assisting with student contests
4. Service to the program by membership and/or contribution to a program-level committee or activity.
5. Service to the department by membership and/or contribution to a department-level committee or activity.
6. Service to the college by membership and/or contribution to a college-level committee or activity.
7. Service to the university by membership and/or contribution to a university-level committee or activity.
8. Service as a program coordinator.
9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
10. Student retention or recruitment activities. Describe the activities that were involved.
11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
13. Teacher Education Faculty must complete a minimum of ten hours of PK-12 school experience each academic year.
PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

A candidate for promotion to the rank of associate professor must meet the following minimum criteria: an earned doctorate degree (or other terminal degree) awarded by a regionally accredited or internationally recognized institution; have earned a total of 60 graduate semester hours in the teaching field as part of an approved program from a nationally accredited or internationally recognized institution; and, have been employed by the University of Central Oklahoma for five (5) or more academic years (summers excluded). The earliest the promotion process may begin is in the fall of the fifth year of service. Faculty hired prior to January 2011 must have held the rank of assistant professor for at least four (4) academic years at the University of Central Oklahoma. Faculty hired after January 2011 must have held the rank of assistant professor for at least five (5) academic years at the University of Central Oklahoma. The candidate must either hold tenure or be eligible for tenure review.

(Faculty Handbook E.8.2.2)

Effective Classroom Teaching (60%)

A. Self-Evaluation
   1. List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)
   2. Average scores from the student evaluations for each semester of the review period.

B. Related Evidence of Teaching Effectiveness
   Complete a minimum of three (3) additional teaching activities from the following list. For each entry provide the semester(s) and year(s).
   1. Demonstrate curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
   2. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.
   3. Describe major changes made to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
   4. Describe opportunities for students to learn in alternative formats.
   5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
   6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.
   7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.
   8. Supervise an independent study or directed reading. Provide the title of the independent study and the activities involved.
9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destination and the number of students involved.
10. Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.
11. Awards or recognition for teaching excellence. Include the name and date of the award.

C. Provide a brief description including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one-page, double-spaced.

Scholarly/Creative Achievement (20%)

A. Self-Evaluation: List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete one (1) of the following activities. For each entry provide the semester(s) and year(s).
   1. Presentation at a peer reviewed professional/scholarly meeting.
   2. Publish a book, book chapter(s), article in a professional journal (including electronic), or professional association publication, or other (with explanation included) that is peer reviewed, juried or refereed.
   3. Receive funding for an external grant.

C. Complete a minimum of four (4) scholarly/creative activities from at least three (3) different categories below. For each entry provide the semester(s) and year(s).
   1. Presentation at a professional/scholarly meeting (international, national, regional, state, or local).
   2. Complete certification requirements or credentials related to one’s teaching or content area(s).
   3. Develop new skills or knowledge through attendance at a professional conference, seminar, workshop, or meeting.
   4. Involve students in scholarly/research activities.
   5. Direct a Service Learning project. Provide a description of the experiences and the number of students involved.
   6. Participate in a grant writing activity including a grant review and/or grant management (include internal grants)
   7. Design and/or supervise a creative project or program related to one’s professional role at UCO.
   8. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports.
   9. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organizations. Provide a description of activities including the name of the organization.
  10. Direct or serve on a research, capstone project, or thesis committee.
Contributions to the Institution and Profession (20%)

A. Self-evaluation: List annual goals as submitted since initial full-time employment and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete a minimum of four (4) different service activities from at least three (3) different categories below. For each entry include the semester(s) and year(s).

1. Professional service to the community that is directly related to one’s role at the university.
2. Service to a professional organization (active membership, committee work, board membership, officer, sponsor, or journal reviewer).
3. Judge academic activities or assisting with student contests
4. Service to the program by membership and/or contribution to a program-level committee or activity.
5. Service to the department by membership and/or contribution to a department-level committee or activity.
6. Service to the college by membership and/or contribution to a college-level committee or activity.
7. Service to the university by membership and/or contribution to a university-level committee or activity.
8. Service as a program coordinator.
9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
10. Student retention or recruitment activities. Describe the activities that were involved.
11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
13. Teacher Education Faculty must complete a minimum of ten hours of PK-12 experience each academic year.
PROMOTION TO PROFESSOR

Faculty hired prior to January 2011 must have held the rank of associate professor for at least four (4) academic years (summers excluded) at the University of Central Oklahoma. The earliest this promotion can begin is during the fall of their fourth year of service at the rank of associate professor and at the discretion of the individual eligible for promotion. Faculty hired after January 2011 must have held the rank of associate professor for at least five (5) academic years at the University of Central Oklahoma. The earliest the promotion process can begin is during the fall of their fifth year of service at the rank of associate professor and at the discretion of the individual eligible for promotion. The candidate must hold tenure. (Faculty Handbook E.8.2.3)

Effective Classroom Teaching (60%)

A. Self- Evaluation
   1. List annual goals as submitted since last formal promotion review and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)
   2. Average scores from the student evaluations for each semester of the review period.

B. Related Evidence of Teaching Effectiveness
   Complete a minimum of four (4) different teaching activities from the following list. For each entry provide the semester(s) and year(s).
   1. Demonstrate curricular innovation through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
   2. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.
   3. Describe major changes made to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
   4. Describe opportunities for students to learn in alternative formats.
   5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
   6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.
   7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.
   8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
   9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destination and the number of students involved.
   10. Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.
11. Awards or recognition for teaching excellence. Include the name and date of the award.

C. Provide a brief description including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one page double-spaced.

Scholarly/Creative Achievement (20%)

A. Self-Evaluation- List annual goals as submitted since last formal promotion review and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete a minimum of two (2) activities from the following. For each entry provide the semester(s) and year(s).
   1. Presentation at a peer reviewed professional/scholarly meeting.
   2. Publish a book, book chapter(s), article in a professional journal (including electronic), or professional association publication, or other (with explanation included) that is peer reviewed, juried or refereed.
   3. Receive funding for an external grant.

C. Complete a minimum of five (5) scholarly/creative activities from at least three (3) different categories below. For each entry provide the semester(s) and year(s).
   1. Presentation at a professional/scholarly meeting (international, national, regional, state, or local).
   2. Complete certification requirements or credentials related to one’s teaching or content area(s).
   3. Develop new skills or knowledge through attendance at a professional conference, seminar, workshop, or meeting.
   4. Involve students in scholarly/research activities.
   5. Direct a Service Learning project. Provide a description of the experience and the number of students involved.
   6. Participate in a grant writing activity including a grant review and/or grant management (include internal grants)
   7. Design and/or supervise a creative project or program related to one’s professional role at UCO.
   8. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports.
   9. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organization(s). Provide a description of the activity including the name of the organization(s).
   10. Direct or serve on a research, capstone project, or thesis committee.
Contributions to the Institution and Profession (20%)

A. Self-evaluation- List annual goals as submitted since last formal promotion review and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete a minimum of five (5) different service activities from at least three different categories below. A minimum of one service activity must be completed in categories 4-7. For each entry provide the semester(s) and year(s).

1. Professional service to the community that is directly related to one’s role at the university.
2. Service to a professional organization (active membership, committee work, board membership, officer, or sponsor, journal reviewer).
3. Judge academic activities or assisting with student contests.
4. Service to the program by membership and/or contribution to a program-level committee or activity.
5. Service to the department by membership and/or contribution to a department-level committee or activity.
6. Service to the college by membership and/or contribution to a college-level committee or activity.
7. Service to the university by membership and/or contribution to a university-level committee or activity.
8. Service as a program coordinator.
9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
10. Student retention or recruitment activities. Describe the activities that were involved.
11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
13. Teacher Education Faculty must complete a minimum of ten hours of PK-12 experience each academic year.
PERFORMANCE APPRAISAL OF A TENURED FACULTY MEMBER

All tenured faculty members, regardless of rank, shall have their performance evaluated every three years. The faculty member’s first triennial review cycle begins the fall semester that tenure takes effect. The evaluation shall be limited to the three years of service since the faculty member’s last evaluation. (Faculty Handbook E.4)

Effective Classroom Teaching (60%)

A. Self- Evaluation
   1. List triennial goals as submitted since last formal review and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)
   2. Average scores from the student evaluations for each semester of the review period.

B. Related Evidence of Teaching Effectiveness
   Complete a minimum of three (3) different teaching activities from the following list. For each entry provide the semester(s) and year(s).
   1. Demonstrate curricular innovation through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
   2. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.
   3. Describe major changes made to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
   4. Describe opportunities for students to learn in alternative formats.
   5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience
   6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.
   7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.
   8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
   9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including the destination and the number of students involved.
   10. Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.
   11. Awards or recognition for teaching excellence. Include the name and date of the award.

C. Provide a brief description including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one page, double-spaced.
Scholarly/Creative Achievement (20%)

A. Self-Evaluation. List triennial goals as submitted since last formal review and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete one activity from the following. For each entry provide the semester(s) and year(s).
   1. Presentation at a peer reviewed professional/scholarly meeting.
   2. Publish a book, book chapter(s), article in a professional journal (including electronic), or professional association publication, or other (with explanation included) that is peer reviewed, juried or refereed.
   3. Receive funding for an external grant.

C. Complete a minimum of three (3) scholarly/creative activities from the categories below. For each entry provide the semester(s) and year(s).
   1. Presentation at a professional/scholarly meeting (international, national, regional, state, or local).
   2. Complete certification requirements or credentials related to one’s teaching or content area(s).
   3. Develop new skills or knowledge through attendance at a professional conference, seminar, workshop, or meeting.
   4. Involve students in scholarly/research activities.
   5. Direct a Service Learning project. Provide a description of the experiences and the number of students involved.
   6. Participate in a grant writing activity including a grant review and/or grant management (include internal grants)
   7. Design and/or supervise a creative project or program related to one’s professional role at UCO.
   8. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports.
   9. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organization(s). Provide a description of the activity including the name of the organization(s).
   10. Direct or serve on a research, capstone project, or thesis committee.
Contributions to the Institution and Profession (20%)

A. Self-evaluation: List triennial goals as submitted since last formal review and a statement that articulates the connection between the instructor’s goals and the degree of achievement of those goals. (Limit one page, double-spaced)

B. Complete a minimum of four (4) different service activities. A minimum of one service activity must be completed in categories 4-6. For each entry provide the semester(s) and year(s).
   1. Professional service to the community that is directly related to one’s role at the university.
   2. Service to a professional organization (active membership, committee work, board membership, officer, sponsor, journal reviewers).
   3. Judge academic activities or assisting with student contests
   4. Service to the program by membership and/or contribution to a program-level committee or activity.
   5. Service to the department by membership and/or contribution to a department-level committee or activity.
   6. Service to the college by membership and/or contribution to a college-level committee or activity.
   7. Service to the university by membership and/or contribution to a university-level committee or activity.
   8. Service as a program coordinator.
   9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
   10. Student retention or recruitment activities. Describe the activities that were involved.
   11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
   12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
   13. Teacher Education Faculty must complete a minimum of ten hours of PK-12 experience each academic year.