

THE PROFESSIONAL ASSESSMENT COMMITTEE
PROCEDURES

Department of Curriculum and Instruction
University of Northern Iowa
Cedar Falls IA

Revised April 30, 2009

APPROVALS:

Approved by: Dean, College of Education _____

Head, Department of Curriculum and Instruction _____

PAC Chair _____

Date: _____

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Part 1 Introduction

Master Agreement: The Master Agreement between the Board of Regents, State of Iowa and the UNI-United Faculty provides for the establishment of the PAC and describes its function. (See APPENDIX 8.)

Membership: All tenured department faculty are members of the PAC. The PAC operates as a committee of the whole.

Faculty Assessment: Consistent with the provisions of the Master Agreement the PAC shall provide assessment of the teaching, research and professional service of non-tenured department faculty and faculty members wishing to be considered for promotion. Temporary faculty will be assessed at the request of the Department Head. Department faculty members with assignments in positions of administration will not be assessed by the PAC.

Purpose of PAC Assessment: The purpose of the PAC assessment process shall be narrowly construed as summative assessment of a faculty member's teaching, research and service.

Chairperson: A chairperson shall be elected by the membership of the PAC at the first meeting of each year. Duties of the PAC Chairperson shall include:

- Presiding over PAC meetings
- Developing a PAC membership roster
- Creation and distribution of the annual calendar
- Identifying the names of faculty to be assessed for tenure
- Identifying the names of faculty to be assessed for promotion
- Developing and distributing PAC meeting agendas
- Maintaining PAC meeting minutes
- Initiating periodic review of the PAC document
- Others as needed

Amending the PAC Document: The PAC document is subject to change when University policy, the Master Agreement, or implementation and practice within the department make such revision necessary. No changes may be made without approval of the PAC membership, the Department Head, and the Dean of the College of Education as specified by the Master Agreement.

Part 2

Assessment Procedures for Probationary Faculty Members

Introduction

The Professional Assessment Committee (PAC) shall assess annually the teaching, research, and professional service of each probationary member of the department.

- To be considered for tenure and promotion, a faculty member must have a terminal degree.
- Probationary members are those whose contracts state that their position is considered to be “tenure-track.” This includes those hired as assistant professors and those hired “ABD” (all but dissertation).
- When faculty members are hired ABD, as tenure-track instructors with the agreement that they will complete their doctorates, they are considered as starting the first of their six years of probation at the time of employment..
- Probationary faculty members are expected to apply for tenure and promotion no later than the fall semester of their sixth year of employment.
- In the Department of Curriculum and Instruction when a person is recommended for tenure, the PAC will also recommend promotion to Associate Professor.

Faculty Advocacy

When probationary faculty members join the faculty, the PAC will request that the department head appoint a mentor.

Mentors will:

- provide guidance to the faculty member about teaching, research and service activities.
- assist in organization and preparation of materials to be submitted annually to the PAC.
- monitor progress toward tenure.
- write the letter to the department head detailing the PAC’s assessment of the probationary faculty member’s activities, until an advocate is identified.

At some point before the probationary faculty member is considered for tenure and/or promotion, he or she will select a colleague (i.e. advocate) from the C & I PAC. The advocate may be the original mentor or another faculty member.

The advocate will:

- assist with the preparation of materials for the PAC.
- contact external reviewers for letters.
- write the letter to the department head detailing the PAC's assessment of the probationary faculty member's activities.

Probationary Faculty Members' Assessment Materials

Each year, the probationary faculty member shall present materials to the PAC documenting activities from the previous year. These materials may take the form of a portfolio. They should include:

- a curriculum vitae
- a personal statement describing teaching, research and service activities
- supporting documents for the curriculum vitae and the statement, including publications

When seeking tenure and/or promotion the probationary faculty members' materials shall include:

- a curriculum vitae
- a personal statement describing his/her own perception of readiness for promotion
- supporting documents for the curriculum vitae and the statement, including publications and a chart showing teaching effectiveness data drawn from student assessments

Letters by others written in support of his/her tenure and/or promotion may also be included.

Student Assessments

Probationary faculty members will be required to request that Student Assessments be collected in their classes, until they receive tenure and/or promotion.

- Student Assessment data will be kept in the probationary faculty member's departmental personnel file.
- The data will be made available to the members of the PAC by the department head.

Observations of the Probationary Faculty Member's Teaching

The teaching of probationary faculty members will be observed each year by two colleagues who are members of the PAC.

- The probationary faculty member may provide the PAC chairperson with the name(s) of tenured faculty he/she would prefer to have observe his or her teaching.
- The PAC may, at its option, select from this list or may identify other faculty approved by the PAC.

- Times for teaching observations will be arranged by the PAC observers and the probationary faculty member.
- All observations will be completed prior to any PAC meeting in which that individual's assessment is discussed.
- The probationary faculty member will provide the observer a syllabus and a lesson plan prior to the observation
- The observer and the probationary faculty member may discuss the class session after the observation
- The PAC observer must write a letter to the PAC chairperson, summarizing his/her assessment of the probationary faculty member's teaching, before the PAC assessment meeting.
- The chairperson will be responsible for the original letter(s) and other materials currently being considered by the PAC. The department head may have access to these materials.

External Review Letters

For candidates seeking tenure and/or promotion, an external review of research and service must be included as part of the assessment.

- The candidate will identify the name, address, phone number and email address of five (5) external university faculty members (or persons who have previously held university rank).
- From the list, the advocate will select and contact one to three (1 to 3) to serve as reviewers of the candidate's research and service, using the letter contained in the Appendix of this document.
- The advocate will send the candidate's curriculum vitae and publication materials to the reviewers.
- Letters are to be addressed and sent to the PAC chairperson prior to the PAC assessment meeting in which the tenure and/or promotion request will be considered.

Procedures for Assessment of Probationary Faculty Members

- All documents and materials will be given to the PAC chairperson on the date designated by the PAC.
- The information will then be made available to the PAC members by the chairperson. Members of the PAC must review the materials prior to the meeting.
- Before the assessment meeting, the department head may be asked to meet with the PAC to provide additional data needed for assessing a specific probationary faculty member.

- At the meeting, the PAC chairperson will have available the current assessment documents for the probationary faculty member who is being assessed:
 - the materials provided by the probationary faculty member
 - the evaluation file
 - the letters of the PAC observers
 - data from Student Assessments
 - letters from external reviewers (when tenure and promotion are sought)
- The PAC will review the teaching, the research, publications, writing, non-print projects, and professional service of the candidate, noting the contributions to the profession, the department, the college, the university, and to the individual's own professional growth.
- PAC members who are not able to attend may forward remarks to the chairperson prior to the meeting.
- Input will be given by the members to the advocate, who will write the recommendation letter to the department head on behalf of the PAC.
- At the following PAC meeting, the recommendation letter will be presented by the advocate and the PAC will vote.
- As per the Master Agreement, the written report of the collective judgments of the PAC, together with any concurring or minority reports, shall be transmitted to the probationary Faculty Member, the Department Head, and the Dean, and shall be entered in the evaluation file no later than January 15.

PAC Recommendation

- One of the following recommendations shall be made by the PAC in the letter
 - continued probation
 - continued probation with difficulty
 - tenure
 - dismissal
- PAC members who are present at the assessment meeting in which the letter is presented will vote on the recommendation. Votes or remarks offered after the assessment meeting in which the vote takes place will not be considered.
- The statement is to be signed by each of the participating PAC members.
- If the decision is not unanimous, the minority opinion may be conveyed in a separate letter, signed by the member(s) of the PAC holding the minority opinion.
- Abstentions will normally be accompanied by a statement explaining the reason for the abstention.
- When a letter contains statements of an adverse nature, there should be clear identification of sources/evidence from which those statements evolved.

Clarification Meeting

- A probationary faculty member may, upon receipt of the PAC letter, request a meeting with the PAC for clarification of any statement made in the PAC letter.
- The same request for clarification may be made if the department head's or dean's letters of recommendation contain statements attributed to the PAC that need clarification.

Evaluation File Entry

- A probationary faculty member has the right to enter into his/her evaluation file a response to any PAC material contained in the file, as permitted by the Master Agreement.
- The PAC shall have the authorization to see the probationary faculty member's evaluation file for purposes of conducting the assessment as provided for in the Master Agreement.

Grievance

- Probationary faculty members may discuss their appointment status with the department head, dean of the college, the vice-president and provost, and/or the president of the university.
- Any probationary faculty member who believes that an incorrect decision has been made in his/her case may appeal through the established grievance procedures outlined in the Master Agreement.
- Such discussion or appeals shall normally begin with the department head.

PART 3

Assessment Procedures for Promotion of Probationary or Tenured Faculty Members

Introduction

Most faculty members in the Department of Curriculum and Instruction were hired with the terminal degree at the Assistant Professor level. However, a significant number of faculty in the Department of Curriculum and Instruction were hired and tenured through the Department of Teaching and later transferred into the Department of Curriculum and Instruction. As a result, the professional trajectory of faculty members varies in some cases. Some were tenured without a terminal degree. Others were tenured and promoted without a terminal degree. Still others were tenured with the terminal degree but not promoted from Assistant Professor to Associate.

Part II of this document couples the recommendation for tenure and promotion. However, for those faculty who have the terminal degree and tenure but have not received promotion from Assistant to Associate Professor, the procedures found in Part II of this document should be followed for purposes of promotion. The content in the remainder of this section applies to tenured faculty who are candidates for promotion to full professor.

Faculty Advocacy

At some point before the candidate is considered for promotion, he or she will select a colleague (i.e. advocate) from the C & I PAC. The advocate may be the original mentor or another faculty member at the rank of Full Professor.

The advocate will:

- assist with the preparation of materials for the PAC.
- write the letter to the department head detailing the PAC's assessment of the candidate's activities.

Professional Definitions

For some time, professional performance in the areas of teaching, scholarship, and service/leadership have been the bedrock of success in the path toward tenure and promotion. The PAC of the Department of Curriculum and Instruction is engaged in an ongoing professional discussion related to specific definitions of high quality teaching, scholarship and service/leadership. These discussions are informed by documents originating in the Provost's Office as well as policy statements acquired from peer institutions. It is the intention of the PAC to research and write definitions for effective performance in teaching, scholarship and service/leadership during the 2009-2010 academic year.

Professional Materials

- Candidate Assessment Materials Summary
 - CV
 - Personal statement
 - Supporting documents summary

- Supporting Documents
 - Student assessments summary
 - Teaching observation letter(s)
 - External review letter(s)
 - Optional materials

Procedures to Prepare for Promotion from Associate to Full Professor

- Candidate prepares his/her curriculum vitae (and may wish to discuss the CV with the Dean)
- Candidate sends notice of intent to apply for full professor to the Chairperson of the PAC.
- PAC appoints an advocate.
- Pac identifies 6 or more names of possible external reviewers
- PAC selects 1-3 names from the list and contacts those individuals to request external reviews.
- PAC appoints a minimum of one person to observe the teaching of the candidate.
- PAC observer and candidate agree upon a date for the observation.
- Candidate provides materials for the PAC observer before the session.
- Candidate creates composites (charts) of teaching evaluations and attaches at the end of the CV.
- Candidate organizes the materials for submission:
 - A binder (1 to 2” in size) with the following sections and materials:
 - Table of contents and introduction
 - Curriculum Vitae
 - Personal statement about professional activities since tenure
 - Department head letters since tenure
 - External review letter(s)
 - Teaching (very brief statements, possibly with one or two support documents)
 - Scholarship (including a few documents with information not included in the CV, such as acceptance and circulation rates of journals and grants, presentations and publications of advisees)
 - A listing of other authors who have cited your work.
 - Leadership (featuring very brief descriptions of major leadership activities and, possibly, letters of support for each)
 - A box containing the binder described above and folders with originals (if possible) of all publications

Procedures for Assessment of Candidates for Promotion

- All documents and materials will be given to the PAC chairperson on the date designated by the PAC.
- The information will then be made available to the PAC members by the chairperson. Members of the PAC must review the materials prior to the meeting.
- Before the assessment meeting, the department head may be asked to meet with the PAC to provide additional data needed for assessing the candidate.
- PAC members who are not able to attend may forward remarks to the chairperson prior to the meeting.
- At the meeting, the PAC chairperson will have available the current assessment documents for the faculty member who is being assessed:
 - the materials provided by the candidate
 - the evaluation file
 - the letters of the PAC observer(s)
 - data from Student Assessments
- Discussion of the faculty member's materials and candidacy will be held. All PAC members may participate.
- The Advocate will read the first draft of the recommendation letter that s/he has written about the candidate.
- After the discussion, PAC members who hold the rank of Professor will hold a short meeting to vote on the recommendation that will be made to the Department Head.
- After the vote, input will be given by the members to the advocate, who will finalize the recommendation letter to the department head on behalf of the PAC.
- As per the Master Agreement, the written report of the collective judgments of the PAC, together with any concurring or minority reports, shall be transmitted to the faculty member, the Department Head, and the Dean, and shall be entered in the evaluation file no later than January 15.

PAC Recommendation

- One of the following recommendations shall be made by the PAC in the letter
 - Promote to Full Professor
 - Do not promote to Full Professor
- PAC members who are present at the assessment meeting in which the letter is presented will vote on the recommendation. Votes or remarks offered after the assessment meeting in which the vote takes place will not be considered.
- The statement is to be signed by each of the participating PAC members (Professors).
- If the decision is not unanimous, the minority opinion may be conveyed in a separate letter, signed by the member(s) of the PAC holding the minority opinion.
- Abstentions will normally be accompanied by a statement explaining the reason for the abstention.

- When a letter contains statements of an adverse nature, there should be clear identification of sources/evidence from which those statements evolved.

Clarification Meeting

- A candidate may, upon receipt of the PAC letter, request a meeting with the PAC for clarification of any statement made in the PAC letter.
- The same request for clarification may be made if the Department Head's or Dean's letters of recommendation contain statements attributed to the PAC that need clarification.

Evaluation File Entry

- A candidate has the right to enter into his/her evaluation file a response to any PAC material contained in the file, as permitted by the Master Agreement.
- The PAC shall have the authorization to see the faculty member's evaluation file for purposes of conducting the assessment as provided for in the Master Agreement.

Grievance

- Candidates may discuss their appointment status with the department head, dean of the college, the vice-president and provost, and/or the president of the university.
- Any candidate who believes that an incorrect decision has been made in his/her case may appeal through the established grievance procedures outlined in the Master Agreement.
- Such discussion or appeals shall normally begin with the department head.

PART 4:
**Assessment Procedure for Non-Tenure Track Faculty Members and
Non-Terminal Degree Regular Faculty Members**

Introduction

As noted in Part 3 of this document, most faculty members in the Department of Curriculum and Instruction were hired with the terminal degree at the Assistant Professor level. However, a significant number of faculty in the Department of Curriculum and Instruction were hired and tenured through the Department of Teaching and later transferred into the Department of Curriculum and Instruction. Most were transferred at the rank of Instructor.

Definition of Instructor

An instructor is:

- A member of the faculty who is hired on a term or temporary basis and may or may not hold the terminal degree;
- A member of the regular tenure track faculty who does not hold a terminal degree but who may be tenured or considered for tenure.

Evaluation of Term and Temporary Instructors

Term and temporary instructors will be observed by at least one member of the C&I PAC. An observation letter addressing the instructor's teaching will be presented to the PAC and forwarded to the Department Head.

Evaluation of Tenure-track Instructors for Continued Probation or Tenure

Recommendation for continued probation or tenure requires:

1. Demonstrated excellence in teaching consistent with standards applied to other faculty members;
2. Demonstrated service to the institution and profession consistent with standards applied to other faculty members;
3. Demonstrated scholarship and/or research activity consistent with degree. Examples of such activity may include but are not limited to:
 - a. Consistent record of professional presentations across a variety of venues;
 - b. Collaboration with professors or other colleagues in formal research or scholarly activities;
 - c. Engagement with reflective practice, as evidenced in portfolio or other forms of documentation, and featuring evidence-driven reflection, action research, or other approaches to the scholarship of teaching.

Evaluation of Tenure-Track Instructors for Promotion

In addition to the above criteria for continued probation or tenure, recommendation for promotion of instructors to the rank of Assistant Professor or higher requires:

1. An earned doctorate;
2. A demonstrated potential for scholarship consistent with the rank being sought.

**APPENDIX 1:
VITA TEMPLATE**

NAME

**Department of Curriculum and Instruction
University of Northern Iowa
___ Schindler Education Center
Cedar Falls, IA 50614-0606
Phone: (319) 273-____
E-mail: _____**

EDUCATIONAL BACKGROUND

Date (most recent first) University, Degree, in what

Date University, Degree, in what

Date University, Degree, in what

PROFESSIONAL EXPERIENCE

Teaching

**Date--Present (Assistant or Associate) Professor, University of Northern Iowa.
Curriculum and Instruction: _____ Division. Courses for
graduate and undergraduate students.**

**Date List other professorial positions.
Identify universities/colleges, locations, full/part-time status**

Other Teaching Experience (starting with the most recent)

Dates Assistantships

Dates Instructor Positions (List institutions, locations, positions)

Dates Teaching in private or public schools (List schools, locations, positions)

State

Book Reviews

Proceedings

ERIC Documents

Newspapers and Newsletters (editor review)

Grants

(List author(s), title, agency, amount awarded, and date funded. Grants in progress or submitted and awaiting response should clearly be marked as such.) Do **not** list grant proposals that did not receive awards.

External

Internal

Miscellaneous Scholarship and Creativity (indicate external, editor, or self-review)

Software

Internet Sites

Other

Technical Reports

UNI Publications (internal or self-review)

Books

Proceedings

Monographs

Newsletters

Handbooks

Media Interviews

Research Activities

Date(s)

Title, Place

Topic and description

PROFESSIONAL PRESENTATIONS (use the following headings)

National/International Presentations

Regional, State and Sectional Presentations

Local Presentations

Workshops

CONSULTING

National/International

Dates	Place/Audience	Description
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State

Dates	Place/Audience	Description
--------------	-----------------------	--------------------

Local

Dates	Place/Audience	Description
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SERVICE

International

National

State/Regional

Local

U.N.I.

University

College

Department

Division

Graduate Advising

Total Number of Current Graduate Advisees

MAE _____ EdD _____

Total Cumulative Number of UNI Graduate Advisees:

MAE _____ EdD _____

Chair, Ed.D Dissertation Committees—

Number of Current Advisees _____ Cumulative Number of Advisees: _____

Member, Ed.D. Dissertation Committees –

Number of Current Students _____ Cumulative Number of Students: _____

Member, Ed. S. Thesis Committees –

Number of Current Students _____ Cumulative Number of Students: _____

Chair, Thesis Committees—

Number of Current Advisees _____ Cumulative Number of Advisees: _____

Member, Thesis Committees—

Number of Current Students _____ Cumulative Number of Students: _____

Director, Non-Thesis Papers—

Number of Current Advisees _____ Cumulative Number of Advisees: _____

Reader, Non-Thesis Papers—

Number of Current Students _____ Cumulative Number of Students: _____

Partnerships With Schools

Date Partner, Location, Brief Description

PROFESSIONAL MEMBERSHIPS

DIRECTING AND ADVISING OF RESEARCH

Presidential Scholar Senior thesis Projects

Year

Name of student *Title of Paper., etc.*

Master of Arts in Education Graduate Research Papers/Projects
Chair and First Reader

In Progress

Year

Name of student *Title of Paper, etc.*

Completed

Year

Name of student *Title of Paper, etc.*

Master of Arts in Education Graduate Research Papers/Projects
Second Reader

In Progress

Year

Name of student *Title of Paper, etc.*

Completed

Year

Name of student *Title of Paper, etc.*

Master of Arts in Education Graduate Thesis
Chair

In Progress

Year

Name of student *Title of Paper, etc.*

Completed

Year

Name of student *Title of Paper, etc.*

Master of Arts in Education Graduate Thesis
Committee Member

In Progress

Year

Name of student *Title of Paper, etc.*

Completed

Year

Name of student *Title of Paper, etc.*

Educational Specialist Degree Thesis
Committee Member

In Progress

Year

Name of student *Title of Paper, etc.*

Completed

Year

Name of student *Title of Paper, etc.*

Doctor of Education Graduate Thesis
Chair

In Progress

Year

Name of student *Title of Paper, etc.*

Completed

Year

Name of student *Title of Paper, etc.*

Doctor of Education Graduate Thesis
Committee Member

In Progress

Year

Name of student *Title of Paper, etc.*

Completed

Year

Name of student *Title of Paper, etc.*

**APPENDIX 2:
MODEL PAC LETTER**

Date , Year

Dr. _____, Head
Department of Curriculum and Instruction
University of Northern Iowa
Cedar Falls, IA 50614-0606

Dear Dr. _____ :

The Department of Curriculum and Instruction Professional Assessment Committee (PAC) has assessed the performance of Dr. (NAME) in consideration of her/his continued appointment as Assistant Professor. The following is a consensus summary of that assessment. The materials provided by Dr. (NAME), reports of students and colleagues regarding his or her performance, and the other materials in his/her evaluation file were the basis for this assessment.

Teaching:

Scholarship:

Service:

APPENDIX 3: OBSERVATION GUIDE AND LETTER

A. Introduction

The Professional Assessment Committee (PAC) annually evaluates the teaching, research, and professional service of each probationary member of the department. The PAC evaluation utilizes a process of observation and discussion in order to discern long-term effectiveness of the faculty member. An important part of the evaluation process is the observation of the faculty member's teaching performances over time. Observations are documented and interpreted by means of a letter written by the observer and addressed to the Chair of the PAC Committee. The following guide provides frameworks for the observation and letter.

B. PAC Teaching Performance Observation and Letter

This guide serves three essential purposes. The first purpose is to provide the faculty member and observer with suggested procedures for conducting an observation including a set of expectations for both the observer and faculty member regarding pre-observation preparation, in class activities, and follow-up reporting. The second purpose is to provide both the observer and faculty member with a descriptive list of classroom qualities, instructional approaches, points of entry for student engagement, and classroom organizational features that represent qualities of effective teaching practices. These areas are presented under four broad categories:

- Class meeting organization
- Class meeting climate
- Instructor interaction and course content
- Student participation

The listings under these four broad categories are not considered exhaustive. Rather, they represent a common ground and departure points for constructive dialog about, and facilitate reflective deliberation regarding, professional teaching practice. A single observation is not expected to reflect all of the elements of instruction described in this guide. However, it is anticipated that each observation will reveal evidence that the faculty member is employing a number of these highly effective practices. It is also recognized that simply employing haphazardly a certain set of strategies linked to effective teaching is neither appropriate nor effective. The third purpose of this guide is to provide structure for composing the observer letter to the PAC chair. While the form of the observer letter will reflect individual style and emphasis differences, each letter should address the four broad categories presented in this guide.

It is important to note that this document serves only as a guide. It is not a rubric nor is it intended as a measurement tool of faculty performance. Further the bulleted items in section D are suggested elements for observation but are not mandated. This document is best utilized as a guide for the following:

- Formalizing the observation process to better communicate expectations to faculty members
- Providing structural integrity to the observation process
- Enhancing communication between the observer and the faculty member and among PAC committee members

Individual observations are snapshots of teaching performance. Each offers only limited insight into instructional practice. The best use of observational data is to examine that data over time. This guide intends to facilitate development of a coherent representation of faculty teaching practice across time and setting.

C. Teaching Performance Observation Guide—Prior to the Observation

1. Arranging a class meeting to observe: Normally, the faculty member being observed will contact the observer and arrange a date, time, and place for the class observation. An important consideration about these observations is that the observer should be able to witness the instructor leading the class through some instructional activity. Simply observing the instructor observing student presentations will not suffice for the purposes of the PAC observation. In addition, the observer is not expected to observe the instructor observe a guest speaker or similar type of activity. The observer should be able to witness the instructor interacting with the students and the course content during the majority of the class meeting time.
2. Observer review of class documents: Prior to the observation, the faculty member being observed should prepare copies of the following documents for review by the observer in order to provide important contextual information related to the course meeting. These documents include the following:
 - The course syllabus;
 - A plan or agenda that describes the main instructional events to be observed during the observation and the purposes for those events;
 - A contextual reference that clearly identifies where in the course content sequence the class meeting being observed fits, and how it relates to previous and subsequent class meetings and topics.

The observer is requested to inspect the syllabus for its alignment with the mission and conceptual framework of the UNI College of Education as well as its alignment with appropriate sets of standards outside of the UNI practitioner preparation unit (PPU). The course syllabus should support the UNI practitioner mission statement. The syllabus should also make clear the relationships between the practitioner unit standards, applicable national organization standards, and performance-based course objectives.

D. Teaching Performance Observation Guide—During the Observation

The observer is asked to record observations and summary thoughts regarding the four main areas related to teaching performances: class meeting organization, class

climate, instructor interaction with course content, and student participation as detailed below.

1. Class Meeting Organization
 - Professor identifies goals/purposes of class session.
 - Professor utilizes a variety of pedagogical practices well suited to students' learning.
 - Professor reviews information/experiences from the previous class session.
 - Professor demonstrates appropriate pacing and timing in carrying out class purposes and procedures.
 - Professor connects class information/experiences to PPU standards and performance-based outcomes in support of students' cumulative knowledge base.
 - Professor connects class information/experiences to previous courses to emphasize the cumulative nature of their educational experience.
 - Professor connects class information/experiences to required readings.
 - Professor connects class information/experiences to a theoretical orientation.
 - Professor utilizes a variety of technological applications.
2. Class Meeting Climate
 - Student-professor interactions provide evidence of rapport.
 - Professor exhibits familiarity with students.
 - Professor provides appropriate and constructive feedback to students.
 - Professor creates a safe environment conducive to risk-taking.
 - Professor provides classroom conditions that support students' learning.
3. Instructor Interaction with Course Content
 - Professor demonstrates evidence of strong content knowledge.
 - Professor engages students in in-depth study of content.
 - Professor engages students in study of worthwhile, valuable content.
 - Professor scaffolds students' understandings of content, methods, etc.
 - Professor exhibits knowledge of current research.
 - Professor links content to real world classrooms by sharing stories about real classroom events, children's work samples, classroom dilemmas, case studies, etc.
 - Professor connects content knowledge to field experiences, if appropriate.
4. Student Participation
 - Students' exhibit attentiveness throughout the class session.
 - Professor provides multiple opportunities for active student participation in large group, small group, and partner work.
 - Professor provides opportunities for quality student participation in class through:
 - a) Open-ended questions
 - b) Open-ended activities

- c) Evocations
 - d) Reflections
 - e) Other
- Professor provides multiple opportunities for quality student participation outside of class.

E. Writing a Letter to Document the Observation—After the Observation

The observer writes a summary letter concisely synthesizing the observation notes. The observer may organize the observation letter to address the four categories delineated in this observation guide. Alternatively, the letter writer may choose to address the various sections within a series of paragraphs that conform to themes or some other organizing framework suggested by the observation. The following framework describes each of the main sections of the letter in more detail.

1. Introductory paragraph identifying course and student demographics: In this paragraph the letter writer indicates the course title, section number, and date of the observation. In addition, this paragraph should describe brief demographic information such as total number of students attending the class that day, and any other related information that will provide a context for the observation.
2. The main body of the letter: In this part of the letter, the writer's task is to briefly describe the class meeting according to the categories listed in part D: class meeting organization, class climate, instructor interaction with course content, and student participation. The letter should communicate to the PAC chair the essence of the class meeting and the extent to which the instructor exhibited sound professional practice.
3. The concluding interpretation about the observation: The observer indicates opinions about strengths or capabilities demonstrated by the faculty member during the observation. In addition, the observer indicates questions or concerns related to the teaching performance during the class meeting. Each letter should contain the following components:
 - Summary of strengths observed during the class session.
 - Recommendations for improvement, and
 - If appropriate, identification of any areas of concern

**APPENDIX 4:
SUGGESTED ORGANIZATION OF PROFESSIONAL DOCUMENTS
FOR TENURE AND/OR PROMOTION FROM ASSISTANT TO ASSOCIATE
PROFESSOR**

The professional Portfolio for members of the department of C&I can be arranged according to the vision of the member in terms of his or her place in the department and in the discipline.

Everyone should have the following four sections for each annual review (pre-tenure, can be sections of a notebook) and for tenure/promotion (usually a binder for each, possibly with hanging files or boxes as well):

1. General Information: Organize the binder in the following manner.
 - Table of contents for entire portfolio
 - Introduction overall and to the other sections
 - Personal Statement: The personal statement from the non-tenured faculty member shall be given to the chairperson of the PAC prior to the PAC assessment meeting in which the individual is assessed. This statement is intended to permit the non-tenured faculty member to present material to the PAC that might not otherwise be available. This statement is intended to clearly elucidate to the PAC the individual's evidence of professional accomplishments, activities, and responsibilities. These achievements are described in terms of teaching, research, and professional service as he/she perceives them. The personal assessment statement is organized in categories that relate to overall focus themes, providing a professional overview of the individual's work. The person may present any other evidence of accomplishments, activities, or responsibilities that the individual would like the committee to be aware of as it makes its assessment. The non-tenured faculty member may ask others to submit letters to the chairperson in his/her behalf.
 - Curriculum vitae in C&I promotion and tenure format (see Appendix 1)
 - Letters from C&I Department Head
 - Letters from external reviewer(s)
 - Honors

Each of the following binders would start with an organizing statement for the following professional areas:

2. Teaching
3. Scholarship
4. Service

In assessment of faculty for tenure it is assumed that first priority is given to teaching effectiveness and that professional growth and activities at the departmental, university, or community level will not be allowed to take precedence over or interfere with the instructor's first responsibility, which is his/her students.

Teaching: C & I faculty are expected to demonstrate teaching effectiveness. Students should show individual growth and development within the instructor's subject area and have an open-minded approach to new ideas and techniques within the area. Faculty are expected to demonstrate innovation and/or experimentation in their own teaching techniques and a willingness to try new techniques described in professional journals. Faculty are expected to demonstrate the ability to communicate with students and to establish rapport with students, both inside and out of class. Faculty are expected to be knowledgeable about current developments within their own and related fields of specialization and to be able to communicate effectively with their colleagues about such developments.

The teaching section should include a statement that describes the following:

- Philosophy of teaching that guides the pedagogical choices;
- The nature of the contribution to the department's teaching mission (e.g., why teach in C & I rather than Ed Psych or Communication or the English department, etc.);
- The ways in which the member models commitment to reflective practice;

The following must be included:

- Student Assessments of Instructor—rating scale
- Student Assessments of Instructor—written comments

The items below may be included (adapted from Fitzgerald, Deemer & Farstad, 2002):

- Self-reflective writing after class (reflective journal entries)
- Audiotapes after a site visit to a student in a field experience, practicum, Level III
- Practical argument technique with colleagues about a specific practice
- Critical reflection together after classes that are co-taught
- Colleagues observing classes annually
- Ethnographic evaluation of class
- Videotape of teaching with collegial comments
- Evidence of student growth/learning across the term (not just end products of best students)

- Student reflections on their learning--solicited
- Student reflections on their learning--unsolicited
- Graduates' unsolicited communications after getting jobs
- "Repeat customers"--signing up to take a second or third class

Scholarship: Faculty members are expected to contribute to their own professional growth and development through undertaking individual research, writing, or non-print projects. These activities must not compete with the responsibilities described in the teaching section above but should enhance the faculty member's ability to articulate and enact best classroom practices.

The Scholarship statement should describe:

- Philosophy guiding the work
- Theme of the work
- The direction of the work (new direction, ongoing work, overview/review, etc)
- The nature of the contribution
- The significance of the work to the field (and specify the field or discipline)

This part of the statement could then serve as an annotated index to the materials being submitted in the scholarship section of the portfolio materials, and could guide the arrangement of materials to make the review easier in terms of general themes, philosophy, etc.

More information about scholarly materials than just the citation should be included such as type of review (blind peer, peer, editorial, invited submission, etc.), circulation of the journal or press run of the book or hits on the web page, reflection or acceptance rate (exclusivity measure), etc.

Service: Faculty are expected to assume a reasonable degree of responsibility for participation in professional organizations and to accept committee and/or speaking assignments at the local, state, or national level. These assignments must not interfere with the responsibilities described in the teaching section above. Faculty members are also expected to take an active part in departmental activities. These activities must not interfere with the responsibilities described in the teaching section above. Faculty members are expected to be alert to activities being carried out at the college and/or university level and to be willing to take part in such activities. These activities must not interfere with the responsibilities described in the teaching section above. Faculty members are expected to act as informed, concerned members of the community.

For the service section statement, the candidate will select 2 or 3 activities to feature. Each candidate may decide how to sort the activities. This can be described by audience (national, university, etc.), by theme, or by department connections to service, etc.

**APPENDIX 5:
SAMPLE LETTER FROM ADVOCATE TO EXTERNAL REVIEWER(S)**

Date

Dr.

Dear Dr. :

The University of Northern Iowa, a comprehensive land grant university, is considering the promotion and tenure of Dr. _____

To aid us in rendering a wise decision, we seek a thoughtful evaluation of the quality of the candidate's contribution to his/her professional field. You were recommended to us as a person who is in a position to provide such an evaluation, and in a phone conversation or email message to me, you agreed to assist us in this evaluation. Promotion and tenure involve consideration of several criteria. We do not ask you to make a judgment about the promotion and tenure themselves, only about the quality of the candidate's professional contributions.

Specifically, we are interested in the following:

(Include only criteria 1-3 for faculty seeking tenure and/or promotion to associate professor)

1. How long and in what capacity have you known the candidate (if at all).
2. Your judgment of the quality and significance of the scholarly productivity of the candidate. Please render a judgment in terms of particular works or sets of works. To aid in this endeavor, I am including Dr. _____ curriculum vitae and a sample of his/her published or currently submitted works for your perusal.
3. Your judgment, if possible, of the quality and effectiveness of the teaching of the candidate. Please render a judgment based on your experiences in presentations, seminars or workshops conducted by Dr. _____.

(Include criteria 1-3 plus the #4 below for faculty seeking promotion to full professor)

4. Dr. _____'s national (and international) recognition relative to successful people in the same field at approximately the same stage of professional development.

The candidate will have access to the names of all reviewers and their reports. It would be greatly appreciated if you could have your review to us by **date**. Please send it to the following address:

Dr. (advocate)
Department of Curriculum and Instruction
618 Schindler Education Center
University of Northern Iowa
Cedar Falls, IA 50614-0606

Thank you for your generous assistance to our tenure and promotion process.

Sincerely,

Your name
Professional Assessment Committee Advocate for _____

**APPENDIX 6:
PAC ANNUAL SCHEDULED DUTIES**

1. The Professional Assessment Committee will meet early in the fall term.
2. The PAC will elect a chairperson.
3. The PAC chairperson identifies probationary faculty members.
4. The PAC chairperson identifies faculty members eligible for promotion through communication with the department head, the PAC or eligible faculty members.
5. Two PAC observers are assigned to probationary faculty and those faculty members seeking promotion. Observations are scheduled during the fall semester.
6. Full-time temporary and term faculty are identified.
7. PAC observers are assigned to each temporary or term faculty member for observations during the spring semester.
8. The PAC chairperson develops a calendar identifying dates for completion of each step of the assessment process. This schedule will be such that the department head can meet all administrative deadlines.
9. The PAC chairperson creates an agenda for each PAC meeting and distributes via email attachment prior to meetings.
10. Observations letters are discussed at scheduled PAC meetings throughout the year.
11. A review of any aspect of the PAC document may be placed on the agenda for any meeting throughout the year.
12. The PAC chair or his/her designee keeps meeting minutes. Minutes are distributed following each PAC meeting.

APPENDIX 7: PUBLICATIONS AND CITATIONS

JOURNAL AUDIENCE. The group of people who generally subscribe to and read the journal.

1. **International or National** journal: A journal published by a national or international organization or a publishing house with international/national subscribers. The society or publishing house should be noted.

2. **Regional or State** Journal: A journal published by a regional or state society or organization, whose primary audience is that organization. However, if the publication is of sufficient quality, it may build a reputation and circulation on the national/international level. One measure of the audience of an online journal is the affiliation of the associate editors and authors. If these people are broadly nationally/ internationally distributed, then the journal may be considered to have attained that presence.

3. **Institutional or Local** Journal: A journal published by an institution or local organization. Although a journal may start out at the local level, if the publication is of sufficient quality, it may build a reputation on the state or national /international level. One measure of the audience of an online journal is the affiliation of the associate editors and authors. If these people are state or regionally or nationally distributed, then the journal may be considered to have attained that presence. However, for a local or state journal to be truly elevated to a higher level, the circulation or audience size of the journal must also increase.

REVIEW FORMAT. The system of decision-making a journal or other publication has for determining acceptance of manuscripts.

Types of review formats:

1. **Peer reviewed** or peer refereed: Review of the manuscript by other experts in one's field. Peer review may be *blind* or *masked* in which the author of the manuscript's name is hidden from reviewers (so that this information does not bias review), or *double-blind* or *double-masked*, in which the reviewers' names are also withheld from the authors. In some journals, the author's name is known to reviewers, but reviewers have the option of withholding their names from authors.

Rationale: authors generally cannot notice every flaw or mistake in their work because most works are complex. Therefore, others who are not so closely involved with the work but who are experts in the field may be able to offer advice on improving the work. The probability that errors or weaknesses are identified and improved, therefore, increases with peer review. Reviewers are often anonymous so that they may give criticism without fear and to avoid cronyism. Review by experts is critical to establishing a reliable body of research and knowledge in a field.

Some manuscripts are not only reviewed by peers, but in addition are reviewed by associate editors. This is an extension of the peer-review process.

2. **Editor-reviewed:** One or more editors at the journal (with professional expertise in the general area the publication addresses) decide whether or not the manuscript is suitable for publication and what changes need to be made. The manuscript is **not** sent out for peer review by more specific experts in the field.

3. **Invited paper:** Often, editors will invite experts in the field to submit manuscripts on a specific topic for a special themed issue of a journal. It is an honor and an indication of expertise to be invited to submit such a paper. The manuscript may be subjected to peer-review or editor review. If you have an invited paper, be sure to tell if it was peer-reviewed or editor-reviewed.

4. **Reprinted paper:** Sometimes, a state or regional journal will seek permission to reprint a paper of particular interest in their journal. Other times, a special issue of notable past papers related to a theme is published. Alternatively, exemplary papers related to a theme are sometimes reprinted as a book or CD. It is an indication of the quality of the work to have a paper reprinted in any of these formats.

ACCEPTANCE RATE. The percent of manuscripts accepted for publication after the first round of review. A low acceptance rate may suggest a more rigorous or stringent review process and reflects a higher quality of published manuscripts. However, many journals with themed issues that invite expert papers have a fairly high acceptance rate.

Information about review format and manuscript acceptance rate is available in one or more of the following sources:

- Cabell, D. W. E., & English, D. L. (Editors). (2005). *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods. Volume I and Volume II.* Beaumont, TX: Cabell Publishing Company.
- Cabell, D. W. E., & English, D. L. (Editors). (2008). *Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods. Volume I and Volume II.* Beaumont, TX: Cabell Publishing Company.
- Online information at the journal's website.
- Information available in the front inside cover or initial pages of an issue of a journal.
- Personal communication via email with the editor of a journal.

REPORTING OF JOURNAL DATA. The following procedure describes how to report journal audience, review format, and acceptance rate. In brackets after each APA citation of one's work, please list the journal audience, type of review format, and acceptance rate of the journal. This information should be listed on one's vita and other lists of publications.

Examples:

Early, D. M., Pianta, R. C., Taylor, L. C., & Cox, M. J. (2001). Transition practices: Findings from a national survey of kindergarten teachers. *Early Childhood Education Journal*, 28 (3), 199-206 [International journal, double-blind peer-review, 18% acceptance rate].

Rakes, G. C. (2008). Open book testing in online learning environments. *Journal of Interactive Online Learning*, 7 (1), 1-9 [National journal, double-blind peer review, 18% acceptance rate].

Tosun, T. (2000). The beliefs of preservice elementary teachers toward science and science teaching. *School Science and Mathematics*, 100 (7), 374-79 [National journal, double-blind peer review, 30% acceptance rate].

CITATIONS. A citation is a reference to a faculty member's published work by another author in a publication. The number of other people who cite a faculty member's work is a measure of the *usefulness* of the work. Self-citations (references to one's own work in subsequent publications) do not count toward this measure and should not be listed in a citation report. A list of citations begins with the original work (in bold) that has been cited by others (in APA style) followed by an indented list of the journal articles or books that cite the work (also in APA style, but not in bold). A count or tabulation of the number of citations that follow in the list should also be noted.

Example (In this example, Kirman is the faculty member and the other authors have cited his work):

Kirman, J. M. (2000). Remote sensing and the elementary child. *Geocarto International*, 15 (4), 69-73. Cited by 2:

Ferber, M., Warner, T. A., Pyle, E., & Knight, T. (2003). Introducing middle school students to the spatial sciences through a community atlas project. *Geocarto International*, 18 (1), 75-80.

Schienze, E. W. (2003). Who's mapping the mappers?: Ethnographic research in the production of digital cartography. In M. Hard, A. Losch & D. Verdicchio (Eds.) *Transforming spaces: The topological turn in technology studies* (pp. 1-18). Retrieved from: www.ifs.tu-darmstadt.de/fileadmin/gradkoll/Publikationen/space-folder/pdf/Schienze.pdf

**APPENDIX 8:
SECTION OF MASTER AGREEMENT RELATED TO THE PAC**

Master Agreement: The Master Agreement between the Board of Regents, State of Iowa and the UNI-United Faculty includes the following pertinent provisions:

Section 3.3 Professional Assessment Committee (PAC)

Each academic department shall have a Professional Assessment Committee (PAC) consisting of the tenured members of the departmental faculty. Any PAC member who is a candidate for promotion shall be excluded from committee deliberation on his or her candidacy. The Department Head shall not be a member of the Professional Assessment Committee. However, after the Professional Assessment Committee has made its report, either the Department Head or the Professional Assessment Committee shall have the right to call a meeting of the Department Head and the Professional Assessment Committee to discuss the report.

Subdivision 3.31 Assessment Procedures

The committee shall develop written assessment procedures which are not inconsistent with the provisions of this Article and which are subject to the approval of the Department Head and the Dean of the College. These procedures may be amended by the Professional Assessment Committee with the approval of the Department Head and the Dean. The procedures may include delegation of responsibility for conducting assessments to a subcommittee, and shall provide for addition of members from outside the department whenever the membership falls below three (3) or whenever the Professional Assessment Committee decides to do so.

Subdivision 3.32 Assessment

At the request of the Department Head or as required by official University policy, the committee shall provide assessment of the teaching, research, and professional service of a Faculty Member.

Subdivision 3.33 Committee Report

A written report of the collective judgments of the committee, together with any concurring or minority reports, shall be transmitted to the Faculty Member, the Department Head, and the Dean, and shall be entered in the evaluation file no later than January 15.