

Education Department Domains for Faculty Performance

Teaching

Teaching facilitates learning. Effective teachers assist the learner in acquiring new knowledge, skills, and values. This includes the thorough understanding of a discipline, sound pedagogy, clarity of communication, utilization of engaging strategies, the evaluation of student learning and the capacity to remain current in pedagogies and learning technologies.

Competent: Competent performance in teaching includes currency of knowledge of the subject matter, effective communication in the classroom, sound pedagogical practice, and a willingness to work with students both inside and outside of the classroom. A Competent teacher clarifies expectations for the learning process, demonstrates enthusiasm, and contributes to student learning.

*Teacher Education adds this discipline-specific criteria. In teacher education, **reflective praxis** models the core values of EMU's teacher education conceptual framework. An **ethic of care** emphasizes fairness and individual dignity toward all students. Strong content knowledge, planning, and implementation of effective instructional experiences encourages **inquiry**, problem solving and assessing student learning in multiple ways. Faculty link theory with practice, align content with state and/or national standards, maintain currency in the field, and share and apply this knowledge with students. Faculty utilize multiple modes of presentation of material as well as instructional practices that result in active versus passive processing of information. Student learning is promoted through the publication of learning outcomes in the syllabus, creation of course assignments that are aligned with and communicate course outcomes, and communication of objectives for each class period.*

Proficient: A Proficient teacher contributes to student formation by providing an engaging learning environment. A Proficient teacher extends the learning beyond the textbook, guiding students to use critical thinking and understand the broader nature of the discipline. Proficient teachers can assess both student outcomes and their own praxis to enrich the academic environment. Proficient teachers make contributions to the curricular work of the department and remain current in pedagogy and technology.

Teacher Education adds this discipline-specific criteria. In teacher education, engagement in reflective practice is characterized by an inquiry and problem-based approach that challenges students' thinking and deeply engages them in the learning process in in-class and out-of-class experiences and assignments. Faculty model a wide variety of effective, research-based instructional strategies and assessments, and influence the lives of students in the pursuit of academic and pedagogic excellence. They stay abreast of current knowledge and practices in their field of specialty and share their discoveries with both students and colleagues. They contribute in department conversation/work regarding curriculum and instruction, exhibiting respectful interaction and collective responsibility among colleagues.

Outstanding: An outstanding teacher embodies a way of being that enlivens the learning processes. An outstanding teacher motivates students to learn in ways that deeply impact how they think, act, feel, and serve. An outstanding teacher is an expert in the subject matter, has pedagogical fluency, is a skilled communicator, is a wise mentor in all aspects of student learning, and is an efficient evaluator of the learning process. An outstanding teacher displays enthusiasm for the discipline, exhibits a commitment to growth pedagogically, professionally, and personally and is committed to the development and training of other teachers.

Teacher Education adds this discipline-specific criteria. Additionally, faculty teach and conduct their lives in a manner that inspires both their students and colleagues to grow and develop into the persons they were created to be. They are perceived as models and wise mentors on matters of teaching and learning. They contribute in meaningful ways to department conversation/work regarding curriculum and instruction, exhibiting respectful interaction and collective responsibility among colleagues.

Scholarship

Scholarship is creative, intellectual work. It is the systematic, disciplined attempt to discover, transmit and apply knowledge. Scholarly activities grow from the ideas and methods of the arts, humanities, sciences, and professions, including the visual and performing arts. Scholarship and creative activity are measured by the contribution to generating and disseminating knowledge within and across disciplines. We recognize multiple modes of scholarship, including discovery, integration, application/engagement, and teaching (Boyer, 1997). At EMU we are a community of learning. Our scholarship reflects our Anabaptist values of collaboration, linking theory and practice, and pursuing peace and justice. EMU recognizes the standards of scholarship as defined by Glassick, Huber, and Maeroff (1997):

- clear goals for scholarship that identifies an important question in the field
- demonstration of understanding of existing scholarship around the question
- appropriate methodology in considering the question
- significance of contribution to the field
- effective presentation to intended audiences
- critical evaluation of the work

Competent: Competent scholarship/creative activity includes consistent and creative application of literature and research to teaching and practice within the discipline. It involves participation in professional conversations and conferences in order to gain and disseminate knowledge. Sharing original work through print and public presentations is an important part of this scholarship.

Teacher Education adds this discipline-specific criteria. Scholarship exemplifies the core values of EMU's teacher education conceptual framework that demonstrates reflective practice, inquiry, informed decision-making, and improvement to practice, and tends to emphasize Boyer's (1997) concepts of integration, application/engagement, and teaching.

Proficient: Proficiency in scholarship/creative activity results in continuous and ongoing research in the pure and applied sciences, humanities, professions, or the creative/performing arts that builds on and contributes new knowledge to the discipline and/or enhances cross-disciplinary interaction. The originality of this scholarship is meant to deepen understanding of the subject and further develop methodologies and techniques that produce a product that is valued by others. Publications are reviewed and validated by peers and scholars in related disciplines.

Teacher Education adds this discipline-specific criteria. Faculty engage in scholarly peer-reviewed presentations and publications which includes advancement of current research within their specialized disciplines and application of knowledge to P-12 educational settings. The intersection of teacher education with P-12 settings is highly valued and is evidenced when the sphere of one's scholarship activity influences P-12 settings. A focus on the scholarship of teaching and learning (SoTL) often merges with one's service activities.

Outstanding: Outstanding scholarship includes the highest standard of research, creativity, and practice. Scholarly contribution within and across disciplines regularly results in critical and public responses by others and is used and applied by others. Scholarship frequently includes research funded by highly competitive grants in the discipline. Outstanding scholars are often characterized by public recognition of their leadership in their discipline or professional body.

Teacher Education adds this discipline-specific criteria. Faculty are recognized as agents of change within their discipline.

Service

EMU educates students to serve and lead in a global context. As a shared value of EMU, service activities on the part of faculty are collaborative efforts to meet the needs of the institution and to further its mission in the world. Faculty are essential to the achievement of the mission of EMU, and faculty service is both highly valued and recognized as integral to the contract renewal and promotion system. Faculty service is composed of active contribution to the academic department and its students, involvement in university governance through membership on university committees and task forces, engagement in the church and in the broader community, and contribution to the discipline.

Competent: Competent service includes consistent and meaningful *participation* in department activities such as academic advising, program and curriculum development, assessment of student outcomes and departmental effectiveness, student recruitment, and accreditation activities (when applicable). Competent performance also includes attendance at department/university meetings, membership on departmental committees, university committees, regular *participation* in the local church, and involvement in professional associations.

Proficient: Proficiency in service involves contributions that are more extensive in scope or nature. Proficient service includes membership on elected committees, special task forces, advising student organizations/groups, or significant search committees at EMU. Proficient performance also includes active *contribution* to the governance or activities of the local church, the broader church, the broader community, or professional organizations.

Teacher Education adds this discipline-specific criteria. Faculty actively contribute to program evaluation and revision, the ongoing assessment of teacher education courses or programs, state and national accreditation work, and/or advisory leadership regarding curriculum/teaching/learning with faculty in P-12 settings and/or other universities or departments.

Outstanding: Outstanding service involves taking on a significant *leadership* role or *in-depth* contributions on campus, public recognition of the faculty member's *significant contribution* to the local church, and organizational or opinion *leadership* in the broader church, community, or professional organizations.

Teacher Education adds this discipline-specific criteria. Contributing service aligns with department mission. Faculty expertise is recognized through appointed leadership.