

THE UNIVERSITY PROFESSOR PROMOTION DOSSIER

Pittsburg State University Office of the Provost and Vice President for Academic Affairs

The promotion dossier summarizes the data presented to substantiate the candidate's case for promotion. The dossier represents both quantitative and qualitative data concerning the candidate's accomplishments and contributions to his or her own professional development, to his or her students, and to the academic community at Pittsburg State University since the last promotion.

There are two sections of the promotion dossier. Section A, The Cover Page, represents a checklist of the steps through which a promotion dossier must pass as well as an outline of the actions taken on an individual's promotion nomination. The instructions for Section A should assist in understanding these procedures and in processing promotion dossiers expeditiously. The "Nomination for Promotion" form should be attached to the Cover Page. Section B, The Candidate's Section, presents a template to assist the candidate in determining the kind of information that should be presented and the format in which it should be reported.

SECTION A - The Cover Page A Cover Page is to be prepared for each candidate for promotion. See Appendix 1. Appendix 1 also includes the Nomination Form that must be completed prior to the submission of the promotion dossier.

- Item 1: Enter the last name first. The candidate is to sign the cover page prior to its submission to the Department Chairperson.
- Item 2: Be certain to check the appropriate proposed rank.
- Item 3: Check **two** of the three boxes in which you will demonstrate excellence (Contract language: XIII. The University Professor – To be considered faculty member must demonstrate excellence in two of the three areas, and professional accomplishment in the third area of: 1. Teaching; 2. Research, Scholarship, and/or Creative Endeavor; 3. Community, Professional, and/or University Service).
- Item 4: After the University Professor Committee has completed its recommendations, the "is recommended" or "is not recommended" block should be checked and the committee chairperson should sign in the appropriate place. A written justification of either support or non-support of the candidate is required. A non-recommendation by either the University Professor Committee or the College Deans Committee stops the process.
- Item 5: The College Deans Committee will recommend or will not recommend the candidate. A written justification of either support or non-support of the candidate is required. A non-recommendation by either the University Professor Committee or the College Deans Committee stops the process.
- Item 6: The Provost and Vice President for Academic Affairs will recommend or not recommend, prepare a written justification for the recommendation, and sign in the appropriate place.
- Item 7: The President will recommend or not recommend, prepare a written justification for the recommendation, and sign in the appropriate place.

SECTION B - The Candidate's Section The promotion dossier represents the primary data base presented by the candidate in support of his/her candidacy for promotion. The dossier consists of both quantitative and qualitative aspects of a faculty member's experience at PSU. The candidate will determine the content of this section of the promotion dossier. The narrative portion of the dossier must be confined to no more than 20 pages with one inch side margins, and it must be printed in font no smaller than 12-point.. Supporting documentation should then be submitted as appendices or retained in the office of the Department Chairperson, to be forwarded to higher levels of review at their request. The comments below should assist candidates preparing a promotion dossier to present comprehensive data to support the promotion case.

This part of the promotion document presents the factual and quantitative data to support the promotion candidacy. Qualitative support material is appropriate and may be included where relevant in the sections set aside for such data. The candidate must endorse any changes that are made to the dossier after it has been submitted. In the upper right-hand corner of each page, type the last name of the candidate followed by the page number (e.g., DOE 5 of 10).

Candidates may not have entries for all categories listed in the areas of teaching, scholarly activity, and University and community service. Where little or no evidence exists to support contribution in a particular area, the area should not appear in the dossier. For example: "II. Teaching" (page 3), if a candidate had never served on a master degree committee (Item D) or directed a thesis (Item E) those items would be omitted and Item F, "Contribution to Course and Curriculum Development", would be labeled "D".

For an example of a completed promotion dossier, see Appendix 2.

I. GENERAL INFORMATION

A. Credit for Prior Service

If credit toward promotion for prior service at another institution was granted upon the initial hiring, list the institution(s) at which you served, the nature of your duties (e.g., professor of history), the dates served (e.g., September, 1996- May, 1999), and the number of years of credit granted toward promotion. In an appendix, provide a copy of the relevant portion of your initial contract with Pittsburg State University as documentation.

B. Non-University Professional Experience

Non-University professional experience during the time of current rank should include academic appointments and industrial, business, and government positions. Appropriate non-university summer employment should also be noted in chronological order, beginning with the most recent experience.

C. Licenses, Registrations, and/or Certificates

Include dates and list the most recent first.

D. Citations in Biographical Works

List only title of work, edition, and date. The complete bibliographic citation is not necessary.

E. Awards and Honors

Mention here research fellowships, grants, and sabbaticals in addition to the more traditional awards and honors.

F. Memberships in Academic, Professional, and Scholarly Societies

Do not list offices held in these societies in this section. List only the name of the society and date of membership. List most recent first. For continuing memberships indicate initial year of membership only (e.g., 1999 -).

G. Qualitative and Evaluative Comments on General Information

Comments pointing out the relevance of non-university professional experience, summer employment, license, and membership in academic, professional, and scholarly societies should be made in this section. These remarks should be especially pertinent to professional development and master of subject matter.

II. TEACHING

A. Courses Taught

Note all courses taught in the last three years or since the last promotion, whichever is preferred by the candidate (indicate which). List courses in the manner noted below, indicating administrative or supervisory responsibilities by an asterisk on the course number. List the most recent first.

Number

Title

B. Teaching Load

List teaching load in credit hours, or converted hours if more appropriate (explain), and number of preparations for the last three years or since the last promotion, whichever the candidate prefers. List the teaching load by semester, starting with the most recent.

If a reduced teaching load has been approved due to an administrative or other specialized assignment, explain the nature of the reduced assignment.

C. Teaching Assignments Away from Home Campus

List by date, course, enrollment, and location.

D. Master Degree Committee Membership

Include information concerning the number of committees upon which you have served. Note those which you chaired.

E. Theses Directed

List the students and the titles of their theses, and designate those that have been published or presented at conferences off campus with an asterisk.

F. Contribution to Course and Curriculum Development

List each significant contribution for which you have been responsible in course and/or curriculum development at PSU. Provide a brief statement describing your contribution. Also describe new instructional or innovative classroom techniques or strategies that you have developed or employed, including the uses of new technologies.

G. Preparation of Instructional Media

Textbooks, WEB-based course materials, laboratory manuals, videotapes, instructional films, tape/slide presentations, auto-tutorial modules, personalized self-instruction units, etc.

H. Experimentation and/or Research in Instructional Methods and Techniques

Briefly describe the project(s) mentioning the hypothesis being tested or the purpose of the investigation, the procedures utilized, number of students involved, and the results and outcomes of the work.

I. Institutions, Workshops, and other Programs Attended

List professional development activities that would contribute to teaching effectiveness and/or subject mastery. These activities should be listed, the most recent first, by title, sponsoring agency, and date.

J. Impact on Students

Any recognition received from students that would indicate your impact upon them as an instructor. Include here student evaluations, alumni feedback, questionnaire results, performance on national achievement tests (GRE, State Boards, MCAT, etc.), “pre-post measures” of your own use, involvement of undergraduate and graduates students in scholarly/creative activities, success of students in competitions and in scholarly/creative activities, etc.

K. Student Advisement

Provide date to show your advisement load each semester of the probationary period. It is proper to include the number of other students for whom you provided substantial guidance and advisement. You should include evidence of effective advisement of students on achieving academic and personal goals, including a semester by semester summary of the feedback received from the students using the department’s advisement survey instrument.

L. Other Evidence of Teaching Effectiveness

Note other data relevant to teaching effectiveness such as collegial evaluation, teaching awards, seminars or workshops led on teaching, etc.

M. Qualitative and Evaluative Comments on Teaching

In addition to the factual data in Items A through L, this section should carry qualitative statements intended to support various aspects of the teaching activity. Attendance at workshops and institutes should be supplemented by comments on how such attendance improved teaching or increased mastery of subject matter. Comments concerning authorship of instructional media and their quality are important.

III. RESEARCH, SCHOLARLY ACTIVITY, AND/OR CREATIVE ENDEAVOR

A. Publications

(Copies of papers, monographs, and other publications may accompany the dossier if so desired by the candidate. Such materials will be returned to the candidate.)

1. Papers

Papers, research abstracts, and equivalent publications should be listed in this section. Standard bibliographic citations for the discipline should be used in listing publications. In the case of multiple authorship, the major contributing author should be indicated by an asterisk. If full joint authorship is the case, neither should carry the asterisk.

2. Monographs

Textbooks (if not included in Section II), anthologies, book reviews, monographs, etc. Popular magazine articles and other publications not relevant to the candidate's research, scholarly, or creative activity should be reported in Section IV. Use bibliographic citations as noted above in Section III. A. 1.

3. Other Publications

List in appropriate bibliographical format any other publications not included in categories A. 1. or A. 2. above.

4. Works in Progress

Publications of the type noted in III. A. 1. and 3. that are in progress (in press, accepted and undergoing revision, or submitted) should be noted in this section. An indication of the status of the work should be noted for each entry.

B. Production or Exhibition of Creative Work

1. Juried or Invited Exhibitions or Performances

Indicate title, location and date of the exhibition or performance of the work produced or created. List the most recent first. Programs and exhibition brochures may be included in an appendix.

2. Other Exhibitions or Performances of Creative Work

Indicate title, location and date of the exhibition or performance of the work produced or created. List the most recent first. Programs and exhibition brochures may be included in an appendix.

3. Reviews of Creative Work

Include references or comments from critical reviews, peer reviews or other forms of adjudication that speak to the quality of created works. Copies of the complete reviews or adjudications may be included in an appendix.

C. Lectures, Papers, Speeches, Performances or Exhibitions Presented at Meetings or Other Educational Institutions

Such presentations at institutions, conventions, workshops, symposia, etc., should be germane to one's discipline and reported using the following convention: title, meeting sponsoring agency, location, and date. Please list the most recent first. Presentations not related to one's discipline or presented at an organization not related to one's discipline should be placed in Section IV. C. 3.

D. Institutes, Workshops, and other Programs Attended

List here professional development activities that contribute to research, scholarship, and/or creative endeavor. These activities should be listed, the most recent first, by title, sponsoring agency, and date.

E. Scholarly Development

List here the activities in which you have been engaged that improved your professional credentials. These should include such activities as self-study, completed coursework, earned degrees, sabbatical work, and the development of new teaching, research, performance or creative skills.

F. Research and Creative Endeavor Grants and Awards Received

Cite the grant or award received, the title of the research, the data, and any outcomes (the award of another research grant, publications, performances, exhibitions, patents, papers read, etc.).

G. Evidence of National or International Recognition

List most recent first, the nature, source and date of the recognition. Where appropriate, provide a brief explanatory statement. Items appropriate to this category are citations of publications by other authors, service on national or international committees, performances or exhibitions in national or international venues, invited addresses to national or international meetings, listings in national or international biographies, etc.

H. Current Research and/or Creative Endeavor Interests and Projects in Progress

List the major significant areas of research and/or creative endeavors and projects in progress. Provide brief statements summarizing the anticipated outcomes of each activity.

I. Qualitative and Evaluative Comments on Research and Creative Endeavors

In addition to the factual data in Items A through H, this section should carry qualitative statements intended to support aspects of research or scholarly activity. Comments concerning the value of workshops, institutes, etc., attended in regard to discipline competence and research or creative endeavor capability of the candidate are important. Statements by colleagues and recognized authorities in the candidate's field are welcome in this section. Remarks should be germane to the activity accomplished (e.g., venues of performance, critical reviews, journals in which published, co-authors, sponsoring agencies, number of citations of candidate's work, etc.).

IV. SERVICE

A. University Service

1. Conducting Educational Studies/Investigations

Indicate any special study and/or investigation you have conducted to support educational programs, curriculum development, course needs, etc. Indicate the title, date, purpose, extent of the study and the outcomes.

2. Outreach

a. Major Outreach Programs with which the Nominee has been Associated

Include here a listing of major activities such as the offering of degree programs, or extended clusters or sequences of courses or workshops developed to address a particular audience or need. Indicate the nature and the degree of participation as organizer, coordinator, chairperson, lecturer, etc. Indicate the number of people reached by these activities.

b. Sponsored Conferences, Workshops, etc.

List the principal conferences, schools, workshops, short courses, IDL courses, non-credit courses, workshops, conferences, and other organized outreach activities in which you

participated. Indicate degree of participation as coordinator, chairperson, lecturer, etc., and the number of people reached by these activities.

3. Board of Regents System

List here the Board of Regents system projects and statewide committees of which you have been a participant. Please list these activities, the most recent first, by committee title, date or dates, and a brief description of the activity.

4. University-wide or College-wide

Include university-wide or college-wide committees on which the candidate has served. Please list these activities, the most recent first, by committee title, date or dates, and a brief description of the activity.

5. Departmental

Include departmental activities or committees on which you have served. Please list these activities, the most recent first, by committee title, date or dates, and a brief description of the activity.

6. Other University Service

List as noted in IV. A. 3. a. any other university service activities at PSU not included in the above categories.

B. Professional Service

1. Offices held in Academic, Professional, and Scholarly Societies

Memberships in such societies were listed in Section I. Only offices in these societies (at any level) should be noted here. The candidate's involvement as an officer in the society should not be noted in both places.

2. Public and/or Governmental Service Activities

List such activities as public offices, boards, committees and task forces.

3. Consulting Activities

Only consulting activities directly related to professional and/or scholarly area of expertise should be listed.

C. Community Service Activities

It is fully recognized that a faculty member is often expected to take part in community affairs such as service organizations, public offices, religious and charitable organizations, youth organizations, etc. These may not be directly related to his or her scholarly or professional activities but they may promote the general welfare of the community and therefore they are a valid service contribution. List these activities, most recent first, giving the name of the organization, a brief description of the nature of the activity, and the dates of service.

D. Qualitative and Evaluative Comments on Service

This section should carry evaluative comments concerning the candidate's contributions in service to the University, the profession, and the community. Remarks relevant to the mastery of subject matter and professional development can be made that would enhance a candidate's case. The

emphasis should be upon presenting evidence of effective University citizenship. The faculty member should demonstrate that he or she contributes positively and cooperatively to assist the unit and the University to accomplish their goals and to maintain the academic integrity and viability of the institution. Additional statements to those made in IV. A. through C. detailing how such experience on the part of the candidate contributes to one's value as a faculty member are quite appropriate.

Appendix 1

The Nomination for

University Professor

Promotion Form

The Cover Page

**NOMINATION FOR PROMOTION – UNIVERSITY PROFESSOR
Pittsburg State University**

Name _____ Date _____
 (Last) (First) (Middle)

Department _____

Proposed Rank University Professor

Present Rank Professor

Date of Present Rank _____ Years in Rank _____ Date of First PSU Appointment _____

Academic History

<u>Degree</u>	<u>Institution</u>	<u>Year</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Department Terminal Degree Criteria: _____

Terminal Degree: Yes No _____

Nominee's Comments:

Signature _____ Date _____

The Cover Page
UNIVERSITY PROFESSOR - PROMOTION DOSSIER
Pittsburg State University

For ease in copying, please do not bind in spiral binding. Thank you.

Item 1	Name _____	(Last)	(First)	(Middle)	

	(Signature of Candidate)				(Date)

Item 2	Proposed Rank	()	University Professor
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Item 3	Basis for Nomination	()	Excellence in Teaching
		()	Excellence in Scholarly Activity
		()	Excellence in Service

Item 4	University Professor Committee Recommendation	Date	_____
	The Candidate: () is recommended		() is not recommended
	Statement of justification is attached ()		
	Committee Chair's Signature _____		

Item 5	College Deans Committee Recommendation	Date	_____
	The Candidate: () is recommended		() is not recommended
	Statement of justification is attached ()		
	Committee Chair's Signature _____		

Item 6	Provost/VP for Academic Affairs Recommendation	Date	_____
	The Candidate: () is recommended		() is not recommended
	Provost/VPAA Signature _____		

Item 7	President's Recommendation	Date	_____
	The Candidate: () is recommended		() is not recommended
	President's Signature _____		

Appendix 2

Sample Dossier

The Cover Page
UNIVERSITY PROFESSOR - PROMOTION DOSSIER
PITTSBURG STATE UNIVERSITY

Item 1	Name <u>Brown</u>	Charles	H.
	(Last)	(First)	(Middle)
	_____ SIGNATURE		<u>9-04-01</u>
	(Signature of Nominee)		(Date)

Item 2	Proposed Rank	(<input checked="" type="checkbox"/>) University Professor
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Item 3	Basis for Nomination	(<input checked="" type="checkbox"/>) Excellence in Teaching
		(<input type="checkbox"/>) Excellence in Scholarly Activity
		(<input type="checkbox"/>) Excellence in Service

Item 4	University Professor Committee Recommendation	Date <u>9-17-01</u>
	The candidate: (<input checked="" type="checkbox"/>) is recommended (<input type="checkbox"/>) is not recommended	
	Statement of justification is attached (<input checked="" type="checkbox"/>)	
	Committee Chair's Signature _____ SIGNATURE _____	

Item 5	College Deans' Committee Recommendation	Date <u>10/1/01</u>
	The candidate: (<input checked="" type="checkbox"/>) is recommended (<input type="checkbox"/>) is not recommended	
	Statement of justification is attached (<input checked="" type="checkbox"/>)	
	Committee Chair's Signature _____ SIGNATURE _____	

Item 6	Provost/VP for Academic Affairs Recommendation	Date <u>10/15/01</u>
	The candidate: (<input checked="" type="checkbox"/>) is recommended (<input type="checkbox"/>) is not recommended	
	Provost/VPAA Signature _____ SIGNATURE _____	

Item 7	President's Recommendation	Date <u>11/5/01</u>
	The candidate: (<input checked="" type="checkbox"/>) is recommended (<input type="checkbox"/>) is not recommended	
	President's Signature _____ SIGNATURE _____	

NOMINATION FOR PROMOTION – UNIVERISTY PROFESSOR
Pittsburg State University

Name Brown Charles H. Date 8/20/01
 (Last) (First) (Middle)

Department Social Sciences

Proposed Rank University Professor

Present Rank Professor

Date of Present Rank 1995 Years in Rank 6 Date of First PSU Appointment 1995

Academic History	Degree	Institution	Year
	<u>Ph.D.</u>	<u>Northwestern Univ.</u>	<u>1992</u>
	<u>M.A.</u>	<u>SUNY Buffalo</u>	<u>1989</u>
	<u>B.A.</u>	<u>University of Kansas</u>	<u>1987</u>

Department Terminal Degree Criteria Earned doctorate in the appropriate discipline from a nationally accredited institution of higher education

Terminal Degree Yes No

Nominee's Comments:

Signature SIGNATURE Date 8/20/01

1. GENERAL INFORMATION

A. Non-University Professional Experience

Instructor in Philosophy, St. Louis University, 1992-1995

Instructor in Philosophy, Northwestern University, Summer 1992

Graduate Assistant, Department of Philosophy, SUNY Buffalo,
1987-1991

B. Citations in Biographic Works

Directory of American Philosophers, 37th Edition, 1997

Who's Who in the Midwest, 15th Edition, 1998-1999

C. Awards and Honors

Nominated for PSU Outstanding Faculty Award, 1999-2000 and 2000-2001

National Endowment for the Humanities Fellowship, Summer
Seminar "Model and Metaphor", 1999

B.A. awarded with Highest Distinction, 1987

Delta Rho Kappa, Scholastic Honorary, elected 1986

D. Memberships in Academic, Professional, and Scholarly Societies

Federation of American Scientists, 1997-

Philosophic Society for the Study of Sport, 1996-

American Association of University Professors, 1993-

Kansas Philosophic Association, 1995-

Society for Phenomenology and Existential Philosophy, 1993-

E. Qualitative and Evaluative Comments on General Information

Dr. Brown has a substantial number of years of teaching experience outside the confines of the Pittsburg State University campus under the guidance of well-known philosophy faculties. He has been cited in bibliographic works of national and international origin. His awards and honors reflect a history of recognized scholarship and teaching ability. Dr. Brown is an active member of several professional organizations. Dr. Brown brings to Pittsburg State University a record of achievement and creditable evidence that he is developing professionally.

II. TEACHING

A. Courses Taught

Courses taught since the last promotion are as follows:

<u>Number</u>	<u>Title</u>
100	Freshman Experience
103	Basic Philosophy
208	Introduction to Logic
311	History of Modern Philosophy
312	Contemporary Philosophy
320	Inductive Logic
450	Advanced Symbolic Logic
514	Analytic Philosophy
516	Special Topics in Philosophy (Three different courses)
645	Directed Readings in Philosophy (Nine different offerings)

B. Teaching Load

Teaching load since the last promotion is as follows:

<u>Year</u>	<u>Semester</u>	<u>Teaching Load (cr. hrs.)</u>	<u>Number of Preparations</u>
2001	Fall	12	4
	Spring	9	3
	Summer	6	2
2000	Fall	12	4
	Spring	12	3
	Summer	6	2
1999	Fall	12	3
	Spring	13	3
	Summer	6	2
1998	Fall	12	3
	Spring	13	2
	Summer	6	2

1997	Fall	12	3
	Spring	12	3
	Summer	6	2
1996	Fall	12	4
	Spring	12	3
1995	Fall	9	3

C. Master Degree Committee Membership

Allen Peters (1998), Ernest Martello (1999), Shelia Bruening (2000)

D. Contribution to Course and Curriculum Development

1. Dr. Brown has introduced a new course, Philosophy 320 Inductive Logic. This course is Dr. Brown's own creation, and he is responsible for its content, as well as its design and development. He has written a text for this course. This is a WEB-based course for which he has also developed much of the material for distribution to students via CD.

2. Dr. Brown has revised his presentations of the following existing courses:

Introduction to Philosophy 103 has been taught both as a "traditional" historical approach to the analysis of philosophical problems, and as an introduction to philosophy through contemporary issues.

The general education course Introduction to Philosophy 103, which has been taught only on campus to this point, will be offered off campus during the Spring Semester 2002 to centers throughout southeast Kansas through the IDL classroom. The course will be supplemented with WEB-based and CD materials. These materials have been developed and tested over the past two semesters in regular on-campus offerings of the course.

Inductive Logic 320 has been offered as an inductive logic course, with emphasis on the development of inductive systems and probability, and as an introduction to the philosophy of science, with emphasis on the contributions of inductive logic to the development of laws and theories.

3. Dr. Brown has served as Chairman of the Social Science Department Curriculum/Educational Policy Committee, from 1997 to the present. During Dr. Brown's tenure as Chairman, this committee developed a program for a Religious Studies Minor (formally approved in September, 1999), and developed proposals for a Religious Studies Major, a Master Degree Program (including an M.A.T. option) and a Black Philosophy minor.

E. Preparation of Instructional Media

1. Dr. Brown regularly prepares, for all classes he teaches and prior to registration, a complete course description; semester syllabus containing course objectives, grade requirements and grading standards, and reading and/or homework assignments; bibliographic references for secondary sources; and exams and quizzes.
2. Dr. Brown has written a textbook for the Introduction to Logic course. The textbook incorporates a novel approach to logic texts, programmed review exercises at the conclusion of each chapter, and pedagogical techniques Dr. Brown has successfully utilized in his teaching of logic.
3. Dr. Brown has prepared a variety of instructional materials for the Introduction to Logic classes including a computer based learning program on Aristotelian Logic and truth-functional logic; full color diagrams for valid syllogistic arguments; a complete glossary of major logical terms; and a chapter on alternative methods of proof (including hints for problem solving and translation into logic notation). Dr. Brown makes most of these materials available to his students on the WEB and through CD materials that he developed specifically for this course. He has also prepared three CAI modules and an introductory programmed review lesson that are accessed on an "open lab" basis through Blackboard by his students.

F. Experimentation and/or Research with Instructional Methods and Techniques

Dr. Brown has experimented with several instructional techniques and methods, adapting his classroom behavior to the needs and interests of the classes he teaches. Among the approaches he has utilized are:

1. **Contract Grading:** The requirements for the grades of A, B, C, and D are distributed at the beginning of the semester. After two weeks, each student has a conference with the instructor at which time a decision is made about the grade for which the student will work. A contract is then signed by the student and the instructor, articulating exactly what minimum requirements for that grade will be. Requirements for a higher grade presuppose the requirements for a lower grade, e.g., a student working for an "A" must complete all requirements for a "B", plus those additional requirements for an "A". The assumption utilized in this approach was that increased student participation in the selection and establishment of requirements for the course results in increased motivation, improved student performance, and increased learning gains. This approach was used in two classes in the Fall of 1998 and one class in the Spring of 1999. Both semesters also involved the use of a control class which did not participate in this experiment. Results were generally favorable: more "A's" (22 of 45 and 6 of 20, as opposed to 9 of 35 and 5 of 20), and fewer "F's" (0 of 20 and 3 of 45 as opposed to 1 of 20 and 4 of 35), were earned than in the control classes.

2. Computer Based Learning: This experiment was initiated in the spring of 2000 in the Introduction to Logic course with 15 students, and was substantially revised during the fall of 2000. It was repeated and refined in the spring and summer of 2001. Dr. Brown developed a WEB/computer based learning module on Aristotelian Logic and informal fallacies, as an adjunct review and study tool for students in a traditional lecture class at the introductory level. Students may select this option, and can take self-help quizzes in which the computer indicates errors, corrects answers, suggests alternate approaches, etc. Although the program is still experimental, results are encouraging. Students who use the program tend to complete sections of the course more quickly than others, and generally have higher exam scores than others.

G. Institutes, Workshops, and Other Programs Attended

Annual Conference, Kansas Philosophical Association, Kansas City, April 3, 2001

Annual Conference, American Philosophical Association, Chicago, May 1-3, 2001

Annual Conference, Society for Phenomenology and Existential Philosophy, Northwestern University, November 4-6, 2000

Annual Conference, Philosophic Society for the Study of Sport, Trinity College, October 21-23, 2000

Workshop on College Teaching, Center for the Teaching Professions, Northwestern University, June 23- August 18, 2000

Computers for Research in the Humanities, Purdue University, May 27-28, 1999

Professional conferences such as those listed above offer three general benefits for teachers. First, such conferences provide an opportunity for the teacher to keep up with current research on the frontiers of the discipline. The immediate benefit is that such knowledge can be incorporated into classes without the delay occasioned by publication schedules. Second, these conferences provide an opportunity to meet with other professionals in the specific sub-discipline for which a teacher has instructional responsibility. Frequently, pedagogical difficulties can be eliminated through discussions with others who teach the same courses. Finally, because the papers presented at these conferences are on the frontiers of research, they often suggest research avenues which later become new course offerings.

H. Impact on Students

Course Evaluations. Dr. Brown has used three different types of course evaluations to analyze and strengthen his classroom teaching.

1. S.P.T.E. Surveys:

Professor Brown uses the S.P.T.E. course evaluations in all of his courses. The summary sheets for these evaluations are included in Appendix 1. Those summaries demonstrate that, in the great majority of cases, students have rated Professor Brown and his course above the sixtieth percentile level for each of the items listed under Perceived Quality Index (viz., Course Design, Rapport with Students, Grading Quality and Course Value). In fact, please note that there is a significant proportion of the ratings in the categories Rapport with Students and Course Value that fall well above the seventieth percentile level. The overall Perceived Quality Index ratings are consistently above the 65th percentile level. Together with the breakdown by Item Description on the reverse side of the summary sheets, these results clearly demonstrate that students consider Professor Brown to be an excellent instructor. The summary sheets also demonstrate that students generally consider his courses to be above average in difficulty and workload, with overall ratings in Perceived Course Demands typically at or around the sixtieth percentile level. The overall Perceived Course Demands ratings range from the twentieth percentile level to above the ninetieth percentile level. In this connection, please note that these variations occur for both introductory and advanced level courses. These variations are not surprising in view of the difficulty of the subject matter and the fact that much of the material is developed through CAI instruction. It should be noted that, according to the designers of the S.P.T.E. instrument, there is no correlation between Perceived Quality Index and Perceived Course Demands in the use of this instrument.

Finally, the designers report that evaluators should not make distinctions regarding percentile results in the 25% to 75% range, but that scores below 25% and above 75% are sufficiently significant to take into account along with other data. In this respect, please note the substantial number of ratings of 75% or higher for Professor Brown in every category under Perceived Quality Index.

Complete sets of students' written comments on the S.P.T.E. Comment Sheets are included in the Appendix 1 for selected typical introductory and advanced courses for each year. The remainder is available in the office of the chairperson. These comments demonstrate a high level of student satisfaction and an atmosphere in which students feel free to make constructive comments for improvement of the courses.

2. S.G.A. Evaluation Surveys:

Professor Brown has also used the course evaluation administered by the S.G.A. in several courses, and the results of those evaluations are included in Appendix 2 along

with a summary. The evaluations are uniformly positive concerning Professor Brown's enthusiasm, energy, ability to explain difficult materials, and rapport with students. The students also consistently express appreciation for the usefulness of course content and for the fact that materials are current. There are specific suggestions early on regarding the group assignments in Introduction to Logic 320 and also for expanded use of handouts to supplement the CAI and PowerPoint materials in two of the Basic Philosophy 103 lecture courses. Professor Brown addressed these suggestions by introducing warm-up exercises that demonstrated the purposes, techniques and advantages of working in groups and by preparing detailed handouts on accessing and using the CAI and PowerPoint materials. The subsequent evaluations in these courses indicate a substantial positive response by the students.

3. Flanders System of Interaction Analysis:

Dr. Brown requested Dr. Ralph Conway of the Department of Psychology to evaluate the group dynamics of three of his classes, using the Flanders System of Interaction Analysis. Although these evaluations were conducted in Introductory Logic 320 classes offered in a lecture format, Dr. Brown's ratings indicate that he is highly successful in eliciting student response and feedback in his classes. See Appendix 3 for the detailed analysis profiles.

Undergraduate Research. Dr. Brown involves undergraduates in his research and writing. In this connection, please note that two papers, listed under IV.A.4, that are co-authored by undergraduate students, have been submitted for publication.

PSU Outstanding Faculty Award Nominee Professor Brown has been nominated twice (1999-2000, 2000-2001) for the PSU Outstanding Faculty Award. He is especially pleased that the nomination in each case was made by the students in his general education Introduction to Philosophy courses.

I. Student Advisement

1. Professor Brown has taught Freshman Experience for the past two semesters. In connection with that assignment, he provides academic, career and personal counseling to approximately 20 students each semester. He maintains personal contact with these students through telephone calls and letters, and he schedules personal interviews with those who receive "down cards" at mid-semester.
2. Dr. Brown is presently serving, voluntarily, as an unofficial pre-law advisor for students at Pittsburg. He has successfully placed in law school all four of the students with whom he worked.
3. Professor Brown normally has an advising load of approximately 15 philosophy majors. In addition, he advises undeclared, pre-law and pre-theology students.

Number of Assigned Advisees per Semester:

<u>Year</u>	<u>Spring</u>	<u>Fall</u>
1995	NA	14
1996	21	20
1997	22	23
1998	23	26
1999	24	29
2000	45	44
2001	46	NA

4. A summary of the results of the advisement surveys completed each semester since Fall 1999 is included in Appendix 4. The survey uses the instrument developed by the Department of Social Science, and it is distributed each semester by Prof. Brown to his advisees at the end of the advisement sessions. Although the participation by students, which is voluntary, was only on the order of 20%, all of those who completed the survey gave Prof. Brown high marks (greater than 8 on a 10 point Likert scale) for his availability, for his knowledge of the curriculum and University requirements, and for his knowledge of career paths.

J. Other Evidence of Teaching Effectiveness

1. Dr. Brown has received widespread recognition for his work in the area of computer- assisted instruction in logic. He has developed a computer-based program for teaching logic, and has published a short note and two papers on the use and potential of this technique.
2. Dr. Brown was one of 12 invited participants in the 2000 summer seminar for college teachers, convened at Northwestern University and sponsored by the National Endowment for the Humanities.
3. Dr. Brown was invited to present the paper, "Teaching Philosophy as a General Education Requirement", at the American Philosophical Association Convention in Chicago, IL, in May, 2001.

K. Qualitative and Evaluative Comments on Teaching

Dr. Brown has taught courses on all levels, from the introductory to the advanced level undergraduate-graduate. He has experimented with a variety of teaching/classroom techniques and styles, in a continuing effort to make his classes stimulating and interesting to his students. He has prepared a variety of instructional materials for use in his classes, most recently an innovative textbook for logic and various WEB-based materials. Dr. Brown has also published several papers in the general area of logic pedagogy, which have

stimulated widespread favorable reaction from other teachers of college logic courses. He has consistently offered his students opportunities for independent studies (Dr. Brown has directed “Direct Reading” courses in nine different subject areas), and two of these studies have resulted in papers that have been submitted for publication. He has demonstrated an ability to handle several preparations per semester, and through his attendance at professional meetings, personal research, and correspondence with colleagues across the country he keeps informed about new developments in his field. His students have successfully pursued graduate programs in philosophy, law, and theology.

A philosophy colleague, Dr. Lynn Earhardt, says: “Chuck is actually and honestly excited about his teaching... His student evaluations are consistently excellent and he has other objective evidence of quality teaching--interaction analyses, for instance... Chuck has also spent a great deal of time in developing his courses by using original material and improving on other’s work. He has written a computer program for introductory logic that is not only beneficial to students but also well received by his peers. Shortly, his logic book will be in print and ready to be used next semester.”

The Director of Counseling, Dr. Donald Hargrave, says: “Often during an academic advising conference Dr. Brown’s name will be mentioned as a highly recommended professor. It is important to note that these are totally unsolicited evaluations and in most cases Dr. Brown has no idea they are made. He has never been described as an “easy A,” but always as someone who makes the class interesting and constantly challenges his students.”

A former student, Roger Kling, now doing graduate study in theology says: “As a professor I would have to rate Dr. Brown as one of my finest. He is definitely of the highest quality. In the classroom he is alive and interesting. The result, of course, is that he motivates his students... Dr. Brown remains a learner. Indicative of this are the genuine questions he asked the students... he was genuinely asking for student insight. I responded to this by thinking.”

III. RESEARCH, SCHOLARSHIP, AND/OR CREATIVE ENDEAVOR

A. Publications

1. Papers

Brown, C.H., “The Computer and Introductory Logic: An Experiment in Personalized Self-Instruction,” Teaching Philosophy, forthcoming Spring, 2002.

Brown, C.H., “The Problematic of the Transcendental Reduction in Husserl’s Cartesian Meditations,” Scholar and Educator, forthcoming Winter, 2002.

Brown, C.H., "Will It Play in Peoria? Legality, Morality, and Watergate," in Ethical Issues, ed. William Bruening and William Durland (Palo Alto: National Press Books, 2000) pp. 291-306.

"Computer Learning and Introductory Logic," American Philosophical Association Newsletter on the Teaching of Philosophy, No. 26, May, 1998, pp. 24-26.

2. Monographs

Brown, C.H., Logic: A First Course, (Washington: University Press of America, 1998), textbook for introductory logic.

Brown, C.H., Merleau-Ponty and Austin: A Study in Philosophical Method, Ph. D. Dissertation, Northwestern University, 1992.

3. Other Publications

Brown, C.H., "The Web of Belief: A Review", Random House, August 1, 1998

Brown, C.H., "Sport: Mirror of American Life," Pittsburg "Morning Sun", April 3, 1999

Brown, C.H., "Aristotelian Syllogistic and Truth-Functional Logic", Computer Learning and Introductory Logic for Introductory Classes, published on campus through PSU Printing Services, Fall, 1998.

Brown, C.H., Index, Experience and Judgment, Edmund Husserl, trans. J.S. Churchill (Evanston: Northwestern University Press, 1996).

4. Works in Progress

Guyon, D. B. *, and Brown, C.H., "A Phenomenological Look at Sport", 11 pages, submitted to Quest.

Packer, G. B. *, and Brown, C. H., "The Revolutionary Tradition: 1776-1976", 11 pages, submitted to Green River Review.

Brown, C.H., Sport in Society: A Philosophical Inquiry, an anthology in the philosophy of sport, prospectus accepted by University Press of America, anticipated completion, Fall, 2002.

* Student co-author

B. Lectures and Papers Presented at Meetings or Other Educational Institutions

“Contemporary Sport and Moral Behavior: Farewell to the Well-Played Game”, Annual Conference of the Society of Educators and Scholars, November 20, 2000, Macomb, Illinois.

“Moral and Ethical Issues in Contemporary Scientific Research”, Depauw University Chemistry Club, November 11, 2000, Greencastle, Indiana, invited.

“Moving Youth Out of Alienation: A Response to Professor Sadler”, Annual Conference of the Philosophic Society for the Study of Sport, October 22, 1999, Hartford, Connecticut, invited.

“Revolution and Cause: An Investigation of An Explanatory Concept”, Kansas University Philosophy Colloquium, February 23, 1996, Lawrence, Kansas.

“Teaching Philosophy”, Annual conference of the American Philosophical Association, May 2, 1995, Chicago, Illinois, invited

C. Institutes, Workshops, and Other Programs Attended

Annual Conference, Society for Phenomenology and Existential Philosophy, Northwestern University, May 4-6, 2001.

Annual Conference, Philosophic Society for the Study of Sport, Hartford, August 21-23, 2000.

“Rationality in Science”, Philosophy Workshop conducted by Stephen Toulmin, University of Notre Dame, October 1, 1998.

Annual Conference, Kansas Philosophical Association, Topeka, November 3, 1996.

D. Research and Creative Endeavor Grants and Awards Received

National Endowment for the Humanities Fellowship, “Model and Metaphor”, Summer 1999. This inspired several papers which are currently in preparation.

E. Evidence of National or International Recognition

Dr. Brown was one of 12 invited participants in the National Endowment for the Humanities summer seminar at Notre Dame during the summer of 1999. He has been published in national journals, and has received widespread recognition for his work with computer based learning and introductory logic. He holds memberships in two international societies. He also holds two listings as a featured speaker for national academic organizations.

F. Current Research and/or Creative Endeavor Interests and Projects in Progress

The following works are intended for publication or presentation at conferences, depending upon positive review by referees.

1. Completed Work not yet Published

Brown, C.H., "Wittgenstein's Picture Theory of Meaning and the Intentionality of Consciousness", 8 pages.

Brown, C.H., "Philosophy: Plague, Placebo, or Panacea? A Defense of a Humanistic Approach to Higher Education", 15 pages.

Brown, C.H., "Merleau-Ponty and Wittgenstein's Disposition Theory of Language", 13 pages.

2. Work in Progress Not Complete

"A Phenomenological Approach to Metaphor"

"Toward a Phenomenology of Science"

"Abortion: A Look at Some of the Arguments"

"T. S. Kuhn and the Phenomenology of Science"

"Moral and Ethical Issues in Modern Scientific Research"

G. Qualitative and Evaluation Comments on Research and Creative Endeavors

Dr. Lynn Earhardt, a philosophy colleague says: "I have had the opportunity to read several of Chuck's publications and consider the quality of these works to be very good. I think it very impressive that Chuck has corresponded with perhaps the most well-noted logician of our age, W. V. Quine, and was asked to write a review of Quine's text, The Web of Belief"

The Editor of Random House, E.H. Wright, says, "The review contained chapter-by-chapter commentary on ways in which the book could be strengthened as an introductory textbook for use in courses in introduction to philosophy, introduction to logic, epistemology and philosophy of science. In it Professor Brown drew attention to passages that were insufficiently clear for the introductory student, additional points that might be worked into some of the discussions, and additional areas of philosophy that might profitably be treated in the new edition. The review was complete and detailed, and the authors are finding it useful".

IV. SERVICE

A. University Service

1. Board of Regents System

Board of Regents' Task Force on Humanities in General Education, September, 2000- present

2. University-wide or College-wide

Executive Committee of the Faculty Senate, 1998-2001

Pittsburg State University Faculty Grievance Committee, 1999 - 2000

Faculty-Student Affairs Committee, 1997-

Pittsburg State University Graduate Council, 1997 -

Danforth Fellowship Screening Committee, 1998-

College of Arts and Sciences, Academic Policy Committee, 1999-2000

Pittsburg State University Faculty Senate, 1995-96, 1998-2001

3. Departmental

Director of Undergraduate Studies, 1997

Constitution and Governance Committee, 1996 (Chairman, 1997-98)

Curriculum/Educational Policy committee, 1996 -
(Chairman, 1997-98)

Student Grievance Committee, 1997

3. Other University Services

Pittsburg State University Speakers Bureau, 1995-

B. Professional Service

1. Offices held in Academic, Professional and Scholarly Societies

Lambda Iota Tau, Vice President, 1999-2000
Kansas Philosophic Association, Vice President, 1997-1999
Delta Rho Kappa, Treasurer, 1997 – 1998

C. Community Service

1. Community Service Activities

United Cerebral Palsy of Crawford County Fund Drive, Area
Coordinator, 2001

United Cerebral Palsy of Crawford County, Board of Directors, 1996-
Executive Council, Parliamentarian, 1997-
Campaign and Public Relations Committee, Chairman, 1996-1997

Common Cause of Crawford County, Steering Committee, 1998 - 2000

Philosophy, unlike some other academic disciplines, is not a “marketable skill” that is itself easily transferable or applicable to service in the non-academic community. The philosopher, however, has a moral obligation to share such skill as she/he has with the community, to serve as more than an ivory tower researcher. My service to United Cerebral Palsy of Crawford County and common Cause of Crawford County has primarily been in the area of governance. I have served as a member of a steering committee and a Board of Directors. I have drafted by-laws and constitutions, etc. These are areas in which I have attempted to work in the University community as well, and these activities are representative of what I consider to be a philosopher’s professional and moral obligation to work in community service.

2. Consulting Activities

“Will Kansas Choose New Directions in Mental Health and Mental
Retardation Services?” A study presented to Arthur D. Little, Inc., for the
Kansas Legislative Council, July 10, 1997.

C. Qualitative and Evaluative Comments on Service

A philosophy colleague, Dr. Lynn Earhardt, says: “Chuck carries a disproportionately heavy burden of service work both in the Department and in the University. He has served on a number of Standing Committees of the Senate, on

the Grievance Committee, and other committees throughout the University. He has also served on a number of departmental committees and as Undergraduate Advisor. His work is always thorough, well thought out, and complete. He leaves nothing to guess work and little to chance. If you want a thorough job done, Chuck is surely one person who will do it for you”.

The Director of Student Services, Dr. Riley Taylor, says, “There have been numerous instances in which I have worked with Chuck, sought his advice, and received his assistance in Student Services matters. These situations include contacts with the Faculty-Student Affairs Committee, of which Chuck is a member, specific student problem cases, and most recently, his vigorous support of the new Student Constitution. His positive and genuine cooperative spirit serves as a reinforcing factor for continued joint efforts on behalf of students among faculty and student services staff”.

The Director of the Counseling Center, Dr. Donald Hargrave, says: “Dr. Brown has often been most supportive of my programs and ideas. Most recently his support has been for our Student Assistant Program. Last spring several faculty were asked to recommend students they felt would be effective in a paraprofessional counseling role with our office. Dr. Brown recommended four students. Two of the four were selected for our program and one was chosen as an alternate. In all cases, the caliber of students and their personal qualifications were excellent. Most importantly, Dr. Brown has maintained his interest and offered valuable suggestions for the program... Dr. Brown is truly a professor who believes that the university exists for the students”.

The Chairman of the Mathematics Department, Dr. Jerry Asher, says: “When I think about Dr. Brown, four adjectives come quickly to mind: concerned, logical, eloquent, and militant. His concern for the problems of students and faculty colleagues is genuine and deep. He has the ability to translate those concerns into logically impeccable theorems which he states with eloquence and defends with altruistic militancy. Professor Brown brings his talents to bear with considerable effect in the Senate and its associated committee structure. I can say from personal experience as the Chairman of the University Grievance Committee that his penetrating questions during open hearings and his expert analysis of testimony and its implications were of inestimable value to both the committee and the university as a whole”.