

A. Teaching (Regular Faculty)

The instructional function of the University requires faculty members who can effectively communicate the content of the current body of knowledge and the latest research results in the classroom, in other learning environments, with individual student contact, and through professional modes of publication in diverse media. Teaching is to be interpreted in the broadest possible sense consistent with the educational mission of the University.

Activities considered to be positive contributions to this mission may include, but are not limited to:

- teaching regular course offerings
- developing course materials
- developing replicable systems of instruction (e.g. designing computer assisted learning modules or TA-instructed laboratories)
- coordinating or team-teaching a multidisciplinary course
- coordinating a multisection course
- supervising independent study courses or seminars
- running a Research Tutorial Group
- supervising honors theses
- supervising instruction by TA's
- supervising undergraduate research
- implementing innovative technology or methodology for instruction
- developing and applying educational innovations in the classroom
- providing meaningful and timely feedback to students on their work
- helping students to improve communication and presentation skills
- developing instructional or design projects
- seeking external evaluation for improvement of teaching
- obtaining grants, contracts or other external support for curriculum development and implementation
- original computer software that enhances education, especially if it is widely used
- widely disseminated and documented materials that supplement traditional instruction in courses at all levels

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- supervising instruction by TA's
- implementing innovative technology or methodology for instruction
- developing and applying educational innovations in the classroom
- helping students to improve communication and presentation skills
- developing instructional or design projects
- seeking improvement of one's own teaching

These are examples of possible activities to be considered; this is not intended as a list of expectations. For a discussion of expectations, see the criteria for "meeting expectations" below.

Regular Faculty, Teaching

Measures used to assess the quantity and quality of these activities may include, but are not limited to:

- published student evaluations
- written student evaluations of teaching
- follow-up interviews with students
- peer and administrative review of material presented in the annual report and/or an associated teaching portfolio
- self evaluation
- peer classroom visits
- opinions of teaching assistants
- special honors or recognition for teaching excellence or innovation
- support from directors of relevant interdisciplinary programs

The criteria for a rating of “meets expectations” in teaching are that the faculty member carry out his or her teaching assignments, that the preponderance of evidence from student, peer, and administrative assessments indicate competent performance of these duties, and that some of the other activities listed above be carried out.

The rating of “exceeds expectations” requires greater than average achievements in some of the above-mentioned activities, consistent with the faculty member's workload assignments and with the performance levels of other faculty in the department. Examples of some of these activities or recognitions that might lead to such a rating are: teaching awards, design of new courses, creative coordination of multi-section courses, extensive supervision or mentoring of undergraduate research.

A rating of “truly exceptional” requires major additional contributions, and would indicate that career milestones in teaching have been achieved. Examples include, but are not limited to: a major, university-wide or national teaching award; innovative course materials adopted at other institutions; consistently strong recommendations from students; documentation of students' success in later courses.

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- student evaluations
- follow-up interviews with students
- peer and administrative review of material presented in the annual report and/or an associated teaching portfolio
- self evaluation
- peer classroom visits
- special honors or recognition for teaching excellence or innovation
- support from relevant programs in other disciplines.

The criteria for a rating of “meets expectations” in teaching are that the Lecturer carry out his or her teaching assignments, that the preponderance of evidence from student, peer, and administrative assessments indicate competent performance of these duties, and that some of the other activities listed above be carried out.

The rating of “exceeds expectations” requires greater than average achievements in some of the above-mentioned activities, consistent with the Lecturer's workload assignments and with the performance levels of other instructors in the department. Examples of some of these activities or recognition that might lead to such a rating are: Teaching awards, design of new courses.

A rating of “truly exceptional” requires major additional contributions, and would indicate that career milestones in teaching have been achieved. Examples include, but are not limited to: A major, university-wide or national teaching award; innovative course materials adopted at other institutions.

A. Service/Outreach (Regular Faculty)

Service is often partitioned into areas of faculty service (participation in university activities other than teaching or research), professional service (voluntary activities with professional organizations in the faculty member's discipline), and public or community service (outreach). Service becomes an increasingly important activity as the faculty member advances through the professorial ranks. Outreach is a form of service which is particularly important to a land-grant institution; it involves delivering, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with University, college, and departmental missions.

Activities considered to be positive contributions to the service function may include, but are not limited to:

- serving on department, college, and/or university committees or subcommittees
- chairing any committee
- serving in the faculty senate or in other faculty governance roles
- serving as a sponsor for student activities and/or groups
- serving as a full member of Masters or Ph.D. Dissertation committees including those for other departments and Graduate Interdisciplinary Programs
- for faculty members with joint appointments: contributing to the host department in various ways, to be documented by a statement from the other department head
- mentoring other faculty
- recruiting students
- recruiting faculty
- activity in professional organizations in one's discipline, particularly in leadership roles

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Service

Service is partitioned into areas of university service (participation in university activities other than teaching or research), professional service (voluntary activities with professional organizations in the faculty member's discipline), and public or community service (outreach).

Examples of activities considered to be positive contributions to service may include, but are not limited to:

- serving on department, college, and/or university committees or subcommittees
- chairing any committee
- serving in faculty governance roles
- serving as editor of professional books and journals
- reviewing, refereeing, and grant panel service
- coordinating a multi section course
- advising undergraduate students on programs of study and courses to take
- recruiting and assisting with hiring of department personnel
- mentoring undergraduate students in various capacities
- mentoring other instructional faculty
- activity in professional organizations in one's discipline, particularly in leadership roles
- establishing effective relations with other universities, colleges, or primary or secondary schools
- organizing conferences or symposia
- organizing activities that promote public awareness of one's discipline
- providing academic expertise to the local, state, or national community

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- organizing conferences or symposia
- organizing activities that promote public awareness of one's discipline
- providing academic expertise to the local, state, or national community
- obtaining grants, contracts or other external support for developing and enhancing outreach activities and for promoting professional development

Measures used to assess the quantity and quality of these activities may include, but are not limited to:

- peer and administrative review of material presented in the annual report
- self evaluation
- opinions of faculty and staff colleagues
- opinions of university leaders, committee members or chairs
- awards and honors
- letters or certificates of public service
- support from school districts, K-12 teachers, K-12 students or parents

- obtaining grants, contracts or other external support for developing and enhancing outreach activities and for promoting professional development

These are examples of possible activities to be considered; this is not intended as a list of expectations. For a discussion of expectations, see the criteria for “meeting expectations” below.

Measures used to assess the quantity and quality of these activities may include, but are not limited to:

- peer and administrative review of material presented in the annual report
- self evaluation
- opinions of colleagues
- opinions of university leaders, committee members or chairs
- awards and honors
- letters or certificates of public service

Regular Faculty, Meets Expectations Criteria, Service

The criteria for a rating of “meets expectations” in service/outreach are, for example, that the faculty member document a sustained yearly average of service/outreach activity through participation on faculty committees, in professional organizations, in outreach programs and/or student and postdoctoral mentoring and advising. The quality and quantities or frequencies of these activities required to meet expectations should depend on the faculty member’s workload percentages.

A rating of “exceeds expectations”, requires additional contributions in several of the activities described above. Examples of activities and recognition that may lead to this rating include: officer of a national society; service on editorial boards or associate editor of a national or international journal; frequent reviewer for journals; membership on a grant review panel; extensive mentoring; major contributions to the department not rewarded by administrative salary supplements.

A rating of “truly exceptional” indicates very unusual accomplishments in service, as indicated by recognition from outside the department. Examples of types of recognition which could indicate this rating include: head of a major unit or program on campus; president of a major national or international society; chief editor of a major national or international journal, or any unusual contribution in the areas listed at the beginning of this section (III.C)

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A rating of “meets expectations” in service/outreach requires participation in service/outreach activities such as described above. The rating will be based on the quality, quantity, and frequency of these activities, as well as consideration of workload percentages.

A rating of “exceeds expectations” requires greater than average contributions in several of the activities described above. Examples of activities and recognition that may lead to this rating include: successfully coordinating of a multi-section course; active committee service; extensive mentoring; presenting a teaching-related talk at a local, state, or national meeting; other major contributions to the Department.

A rating of “truly exceptional” requires major additional accomplishments in service. Examples of types of recognition which could support this rating include: Organizing or co-organizing a session at a conference or workshop; significant contribution to a successful grant proposal; or any unusual contribution in the areas listed at the beginning of this section.

Regular Faculty, Overall Rating

D. Overall Rating

The overall rating assigned by the peer review committee and the department head shall be determined by the results of the three individual ratings consistent with the workload assignment and with the mission and goals of the department. Since the individual ratings are themselves influenced (with regard to quantity of production) by the workload assignment, a rating of “unsatisfactory” in two of the three individual areas would normally dictate an overall rating of “unsatisfactory”. It is important to note, however, that faculty can need improvement in one or more areas, but still may not be rated as “unsatisfactory” overall (see II.B. Performance Ratings).

Lecturer Draft March 2015 Overall Raing

The overall rating assigned by the *Performance Review Committee* and the Department Head shall be determined by the results of the two individual ratings consistent with the workload assignment and with the mission and goals of the department. Since the individual ratings are themselves influenced (with regard to quantity of production) by the workload assignment, a rating of “unsatisfactory” in teaching would normally dictate an overall rating of “unsatisfactory”. It is important to note, however, that Lecturers can need improvement in one or more areas, but still may not be rated as “unsatisfactory” overall (see II.B. Performance Ratings).