

Lecturer Draft March 2015 Teaching - Activities, Measures, and Criteria

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
- 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.

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

- 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.

Lecturer Draft March 2015 Service - Activities, Measures, and Criteria

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
- 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.

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.

Lecturer Draft March 2015 Overall Rating

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 service, but still may be rated as “satisfactory” overall (see II.B. Performance Ratings).