II. B. 1. TEACHING

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Teaching is the central responsibility of full-time faculty members in University College and the most important area of faculty evaluation. While practices may vary somewhat by teaching context, certain characteristics of teaching are valued across the College:

- well-planned, carefully organized courses;
- effective delivery of material;
- clear student learning outcome expectations;
- innovation in pedagogy;
- courses that meet program and College objectives;
- sufficient opportunity for out-of-class contact between instructor and students;
- demonstrated effort to keep course content current and connected to any linked community classes;
- appropriate methods of feedback and student assessment.

Faculty members in University College are expected to:

- regularly attend linked large lecture classes and learning community team meetings when teaching in learning communities;
- mentor and advise students in their classes;
- post informative lesson plans publicly to facilitate collaboration;
- utilize Blackboard, at a minimum, to communicate with students regarding assignments and grading;
- comply with University procedures for student reporting (census date, midterm and final grades, Starfish), and training (TrainTraq);
- hold a minimum of 5 office hours per week;
- notify supervisors immediately and make alternative arrangements when necessary for class and/or office hour absences;
- report absences via Workday;
- grade assignments in a timely manner and assist with grading in linked lecture courses as assigned;
- work collaboratively and collegially with colleagues;
- incorporate “best practices” as defined by the College (retention activities, collaborations with academic advising and campus resources, etc);
- actively engage in pre-semester planning activities (STI, WTI, planning retreats);
- attend department, program, and college meetings;
- support and attend First-Year Symposium and the First-Year Research/Islander Conference as appropriate;
- engage in regular peer evaluations of teaching;
- participate regularly in departmental, university, and discipline-related professional development seminars and workshops related to teaching.
Rankings

Excellent
Consistently meets the minimum expectations described above and significantly exceeds the standard for teaching as reflected in extensive use of professional development and self-assessment to enhance teaching and improve student learning and strong student course evaluations. Other accomplishments may be used to determine a rating of Excellent, such as teaching excellence awards, showing leadership in major curricular development, demonstrating student mentorship or teaching that leads to significant student achievement (awards, publishing/conferences, research), or major teaching innovations (team teaching, new learning communities, etc.).

High
Consistently meets the minimum expectations described above and exceeds the accepted standard for teaching as reflected in the use of professional development and self-assessment to enhance teaching or improve student learning and strong student course evaluations. Other accomplishments may be used to determine a rating of High, such as earning or being nominated for teaching awards, contributing to curricular development, mentoring students, or participating in innovative teaching projects.

Meets Expectations
Consistently meets the minimum expectations described above and meets the accepted standard for teaching as evidenced by commitment to continuous improvement through professional development, peer review, self-assessment, and student course evaluations.

Unsatisfactory
Does not consistently meet the minimum expectations described above or is below the accepted standard for teaching as evidenced by commitment to continuous improvement through professional development, peer review, self-assessment, and student course evaluations.