

Faculty Expectations and Evaluation

The fundamental basis for evaluation is the extent to which the work of the faculty member supports the educational mission of the department, and by consequence that of the college and university. In order to achieve the goals of the department mission, it is not desirable that all faculty members' activities would fit into a single profile.

Faculty activities and the consequent evaluation are often classified under the categories of "teaching," "scholarship," and "service." However, many (if not most) of these activities have aspects related to more than one of these three categories. E.g. directing research by students has both teaching and research aspects; "consulting" may in some cases be considered service (aiding a colleague), teaching (when the consulting involves work of students), and scholarship (when the consulting involves original work and the development of new ideas). While evaluation documents will for convenience use these categories, their multi-sided nature should be recognized. Faculty members are encouraged to explore and define the ways in which various activities are viewed in discussions with the department head during both the planning and evaluation processes.

The department head and PAC will share this expectations document with new faculty members, and provide a written elaboration as to how these expectations should be interpreted with respect to the new faculty members' particular situation.

A. Teaching

Mastery of the subject matter is an essential element of good teaching. Other factors include course organization, delivery, accessibility to students, and maintaining appropriate standards to measure student performance. Course objectives, policies, and content should be made clear to students through course syllabi and other means. There is no single preferred model of classroom delivery. Differing situations, students, and faculty strengths will require different combinations of lecture, discussion, and other formats. Similarly, there is no single best way to assess student achievement, although exam procedures should be designed to provide early and continuing feedback and to encourage the level of student effort needed for success.

Faculty members are expected to document the ways in which their

teaching meets the evaluation criteria listed above. Documentation may include course materials, exams, samples of student work, evaluation by students, and other means. The department PAC will periodically review student evaluation procedures in consultation with the department head. It is expected that evaluation procedures for tenure, promotion, and RTA milestones will include classroom observation by peers.

Other aspects of evaluation of teaching effectiveness include new course development, development of new pedagogy, directing student study and research, and other types of work too numerous to list supporting the teaching mission of the department.

B. Scholarship

Scholarship activities may include the discovery of new knowledge, the application of knowledge, the integration of knowledge, and scholarship related to teaching. A successful program of scholarship may be built from some or all of these categories, and in addition includes the obligation of communication of results to peers.

For the scholarship of discovery, a common avenue is basic mathematical/statistical research leading to publication in peer-reviewed research journals. It is expected that the scholarship program of candidates for tenure will include this facet of the scholarship of discovery.

Scholarship may also include (but is not limited to) directing student research, development of innovative pedagogy and course materials, course development requiring new knowledge, acquiring and assimilating knowledge for new application, and cross-disciplinary work.

In addition to traditional publication, communication of scholarship may include talks at professional meetings and in other settings, written and verbal internal reports, preparation of grant proposals (especially when this reflects experience justifying ongoing and additional support), expository articles, reviews, etc.

C. Service

All faculty should be expected to seek and accept appropriate committee assignments inside and outside the department, to accept leadership roles in department activities, and to serve as advisors when needed. Faculty must also be willing to provide service to the profession through professional organizations, funding agencies, community work, and consulting.

New faculty members are expected to begin with lighter service loads. The time interval over which the faculty member moves to a standard service load is generally dependent on the level of previous full time university teaching experience.