**University Guiding Standards**

**for Teaching, Librarianship, Scholarship/Creative Activity, and Service DRAFT**

April 12, 2018

**University Guiding Standards** provide broad, guiding standards to departments for evaluating faculty performance annually and for promotion, tenure, or post-tenure review. The **Departmental Standards and Criteria document** should specify criteria for faculty performance regarding particular operationalization of the University Guiding Standards, including expected products/contributions/measures of productivity, their extent (e.g., how many), their frequency, and other important dimensions. The “**Department Standards and Criteria for Faculty Evaluation”** must align with the **University** **Guiding Standards** and methods for measuring as documented in Chapter 3 of this Handbook.

**TEACHING**

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|  | **Probationary Faculty**  **Term, Renewable Term, or Temporary Instructors** | **Tenured Faculty of Any Rank**  **with a Standard Portfolio**  **Lecturers**  **Senior Lecturers** | **Tenured Faculty of Any Rank with an Extended Teaching Portfolio** |
| **Meets Expectations** | Teaching reflects rich **content knowledge** of the discipline.  Teaching fosters **critical thinking.**  **Instructional design and delivery** contribute to course and program objectives, goals, and/or outcomes.  Assignments and/or activities used for **assessing student work** (e.g., projects, exams)contribute to course and program learning goals or outcomes.  Active participation in **faculty development** regarding teaching or learning.  Thoughtful **self-assessment and reflection** on teaching informs teaching practice. | Teaching reflects rich **content knowledge** of the discipline.  Teaching fosters **critical thinking.**  **Instructional design and delivery** contribute to course and program objectives, goals, and/or outcomes.  Assignments and/or activities used for **assessing student work** (e.g., projects, exams)contribute to course and program learning goals or outcomes.  Active participation in **faculty development** regarding teaching or learning.  Thoughtful **self-assessment and reflection** on teaching informs teaching practice.  **Leadership** in curriculum or faculty development around teaching or learning. | Teaching reflects rich **content knowledge** of the discipline.  Teaching fosters **critical thinking.**  **Instructional design and delivery** contribute to course and program objectives, goals, and/or outcomes.  Assignments and/or activities used for **assessing student work** (e.g., projects, exams)contribute to course and program learning goals or outcomes.  Extensive participation in **faculty development**, which contributes substantially to teaching practices.  Sustained **self-assessment and reflection** on teaching informs teaching practice.  **Innovation** in course design, curriculum development, teaching or learning  **Routine leadership** in curriculum or faculty development around teaching or learning.  Sustained engagement with the **scholarship** of teaching and learning or best practices. |
| **Exceeds Expectations** | Extensive participation in faculty development, which contributes substantially to teaching practices.  Substantial **innovation** in course design, curriculum development, teaching or learning  **Leadership** in curriculum or faculty development around teaching or learning.  Contributes to the knowledge or practice of **pedagogy** within the field or university.  Receives substantial student, peer, or disciplinary **recognition** for teaching excellence or contribution to teaching or curriculum. | Extensive participation in faculty development, which contributes substantially to teaching practices.  Substantial **innovation** in course design, curriculum development, teaching or learning  Extensive **leadership** in curriculum or faculty development around teaching or learning.  Contributes to the knowledge or practice of **pedagogy** within the field or university.  Receives substantial student, peer, or disciplinary **recognition** for teaching excellence or contribution to teaching or curriculum. | National or disciplinary **leadership** in curriculum or faculty development around teaching or learning.  Receives peer recognition for substantial **innovation** in course design, curriculum development, teaching or learning.  Receives substantial student, peer, or disciplinary **recognition** for teaching excellence or contribution to teaching or curriculum.  **Widespread adoption** of teaching practices. |
| **Needs Improvement** | Instructional design, delivery, or assessment of student work is weak, misaligned with course/program objectives, fails to deliver content knowledge, or fails to foster critical thinking.  No self-assessment or reflection, or is superficial.  Fails to participate in faculty development around teaching or learning. | Instructional design, delivery, or assessment of student work is weak, misaligned with course/program objectives, fails to deliver content knowledge, or fails to foster critical thinking.  No self-assessment or reflection, or is superficial.  Fails to participate in faculty development around teaching or learning.  Fails to demonstrate any leadership regarding curriculum, teaching, or learning | Instructional design, delivery, or assessment of student work is weak, misaligned with course/program objectives, fails to deliver content knowledge, or fails to foster critical thinking.  No or little self-assessment or reflection, or is superficial.  Fails to participate in faculty development around teaching or learning.  Fails to demonstrate leadership regarding curriculum, teaching, or learning.  No innovation or experimentation in teaching practices.  Fails to engage with the scholarship of teaching and learning or best practices. |

**LIBRARIANSHIP**

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|  | **Probationary Faculty**  **Term, Renewable Term, or Temporary Instructors** | **Tenured Faculty of Any Rank**  **Lecturers**  **Senior Lecturers** | **Tenured Faculty of Any Rank with an Extended Librarianship Portfolio** |
| **Meets Expectations** |  |  |  |
| **Exceeds Expectations** |  |  |  |
| **Needs Improvement** |  |  |  |

**SCHOLARSHIP/CREATIVE ACTIVITY**

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|  | **Probationary Faculty** | **Tenured Faculty of Any Rank with Standard Portfolio** | **Tenured Faculty of Any Rank with an Extended Teaching Portfolio** |
| **Meets**  **Expectations** | Reflects a rich **knowledge** of one’s field.  Demonstrates methodological, intellectual, or creative **rigor**.  Demonstrates intellectual or creative **independence.**  Demonstrates **regular** and **sustained** productivity.  Makes a meaningful **contribution** or impact through discovery(and/or integration or application as appropriate to the field). | Reflects a rich **knowledge** of one’s field.  Demonstrates methodological, intellectual, or creative **rigor**.  Demonstrates **regular** or **sustained** productivity.  Makes a meaningful **contribution** or impact through discovery, integration, or application. | **Stays abreast of developments** within one’s field.  Uses scholarship by self or others to **inform teaching**.  Engages with scholarship/creativity activity some by: producing scholarship/creative activity of any type, participating in conferences/productions/performances, using expertise in service, engaging in scholarship-oriented faculty development, submitting grants, or other activities appropriate to one’s field. |
| **Exceeds**  **Expectations** | **Collaboration with students**, which results in peer-reviewed products.  Securing a major competitive **grant**.  Publishing or performing in a very highly regarded venue or with major, lasting impact to the field.  Extremely high or extensive scholarly or creative output.  Receives substantial peer or disciplinary **recognition** for scholarly/creative contribution. | **Collaboration with students**, which results in peer-reviewed products.  Publishing or performing in a very highly regarded venue or with major, lasting impact to the field, university, or community.  Extremely high or extensive scholarly or creative output.  Receives substantial peer, disciplinary, or community **recognition** for scholarly/creative contribution. | Substantial scholarly/creative **collaboration with students**.  Receives peer, disciplinary, university, or community **recognition** for scholarly/creative contribution.  **Routine or sustained** scholarly or creative output. |
| **Needs**  **Improvement** | Inadequate levels of peer review.  Lacks rigor.  Fails to demonstrate any intellectual or creative independence.  No or too few peer-reviewed products.  Substandard quality.  Found to have engaged in research misconduct. | No or too few peer-review products.  Found to have engaged in research misconduct. | Fails to stay abreast of developments within one’s field.  Teaching is not informed by scholarship.  No engagement with scholarship/creative activity.  Found to have engaged in research misconduct. |

**SERVICE**

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|  | **Term, Renewable Term, or Temporary Instructors** | **Probationary Faculty Lecturers**  **Senior Lecturers** | **Tenured Faculty of Any Rank** |
| **Meets**  **Expectations** | **Active participation** in service to the department, college, university, discipline, or broader community as specified in contract.  **Meaningful contributions** to processes or products of service. | **Active participation** in service to the department, college, or university.  **Meaningful contributions** to processes or products of service.  **Service growth** over the course of the probationary period. | **Active participation** in service to two or more areas within the department, college, university, discipline, or broader community.  **Meaningful contributions** to processes or products of service.  Demonstrates **leadership** in service. |
| **Exceeds**  **Expectations** | Contributing service above or beyond that specified in contract.  Receives substantial peer, disciplinary, or community **recognition** for service. | Widespread service or **extensive service** in multiple areas (may include discipline or broader community).  Demonstrates substantial **leadership** in service.  Receives substantial peer, disciplinary, or community **recognition** for service. | Sustained widespread service or **extensive service** in multiple areas.  Demonstrates substantial, sustained **leadership** in service.  **Critical contributions** to major service projects.  Receives substantial peer, disciplinary, or community **recognition** for service. |
| **Needs**  **Improvement** | Fails to do service specified in contract. | Fails to participate in department, college, or university service.  Fails to grow in service over time. | Fails to participate broadly enough in service.  Participation is not active or does not contribute meaningfully.  Never or rarely demonstrates leadership. |