

Office of Undergraduate Education and Academic Success (UED)

POLICIES, PROCEDURES, AND STANDARDS FOR INSTRUCTIONAL FACULTY

Undergraduate Education and Academic Success (UED) holds no tenure lines. To staff its University (UNIV), Honors (HNRS), and Leadership (LDRS) courses, UED employs faculty in the following ways:

- Contracts with lecturer faculty who do not have three-year contracts in another department (including those with three-year contracts in UED)
- Buyouts of tenured/tenure track faculty and lecturers with three-year contracts in another department

Roles of Personnel Committee, Personnel Committee Chair, And Associate Vice Provost

In alignment with [FPPP 9.0](#), the UED Personnel Committee assumes the responsibilities of the Department Personnel Committee; the UED Program Directors (of Honors, FYE, etc.) assume the responsibilities of Department Chairs; and the Associate Vice Provost of Undergraduate Education and Academic Success assumes the responsibilities of a College Dean.

The UED Personnel Committee must consist of at least three tenured faculty members, two of whom should be employed by UED when available. If possible, the committee should be chaired by a Director or Coordinator of a UED program.

Section 1. Evaluation Standards for Lecturers with UED Contracts

Undergraduate Education (UED) will follow the policies and procedures outlined in [FPPP 9.1](#) and the standards outlined in this document in preparing reports on retention of lecturer faculty who have contracts to teach in its programs.

Teaching effectiveness is the primary metric for lecturer evaluation. The primary criteria for assessment of teaching effectiveness and for determining whether a lecturer faculty member is satisfactory in unprioritized order are:

- Knowledge of the course content
- Demonstration of effective pedagogy
- Commitment to student success and learning
- Commitment to improving teaching practice
- Contributions to the University Strategic Priorities

For the duration of the period being reviewed, instructional performance will be assessed and lecturer faculty members will be evaluated as satisfactory or unsatisfactory using the types and sources of evidence set forth below.

The faculty member's dossier should demonstrate how the submitted evidence meets the above five criteria in order to be evaluated as satisfactory. All required evidence elements must be included in the faculty member's Personnel Action File and Dossier ("WPAF"). Elements listed as "Additional Evidence" are suggested items that may or may not be included, at the faculty member's discretion.

Required Evidence in the WPAF:

- Peer reviews of teaching in UED courses once per review cycle and using an approved observation template based on UED department standards.
- All Student Feedback on Teaching and Learning (SFOT)s in UED courses since the last review

Required Evidence in the Dossier:

- A Copy of these UED Standards
- Current Curriculum Vita (CV)*
- A narrative that includes a reflective statement on the candidate's teaching* philosophy/strategies/objectives and how these have impacted the candidate's teaching effectiveness*
- A reflective statement on the candidate's professional development, as it relates to teaching effectiveness*
- A reflective statement on Student Feedback on Teaching and Learning (SFOT) in UED courses
- A reflective statement on peer reviews of teaching by UED Personnel Committee in UED courses
- UED course syllabi

** Instructors with dossiers in other departments may submit these items without customization for UED.*

Additional Evidence in the Dossier

At their discretion, instructors may submit additional evidence of teaching effectiveness, which may include any of the following:

- Equity, Diversity & Inclusion is one of the University Strategic Priorities and is central to the mission of UED. Therefore, the implementation of inclusive teaching practices and the creation of equitable learning environments may be used by a candidate as evidence of teaching effectiveness. Evidence may include: demonstration of zero equity gaps,

efforts to reduce equity gaps in student performance or data showing reductions in equity gaps in the candidate's courses; the implementation of Universal Design for Learning to improve access and to diversify opportunities for learning; the use of diverse course materials that include BIPOC and/or queer authors; the incorporation of culturally relevant and/or culturally sustaining pedagogy; the creation of class assignments and activities that implement equitable and authentic methods of assessment; and/or the completion of training and professional development opportunities that center equity, diversity, and inclusion.

- Creative work or scholarship, as it relates to teaching effectiveness;
- Assignment descriptions, instructional units and/or online modules;
- Representative sample(s) of student work, including assignment description, evaluative criteria, and instructor feedback;
- Curriculum development, including creating new courses, substantial course revision, applying distance education or technology to facilitate instruction, collegial involvement or program cohesion;
- Modification of curriculum to further encourage civic engagement, inclusion of diverse experiences, undergraduate research, place-based learning, use of the Book in Common, or other High Impact Practices;
- Evidence of enriching student learning by partnering with other educators or community members (e.g. team teaching or guest presentations);
- Evidence of using data to inform instructional practices (e.g., assessment);
- Evidence of student growth in response to faculty feedback on an assignment;
- Evidence of distinctive student achievements under the instructor's supervision

Section 2. Evaluation Standards for Faculty Employed Through Departmental Buyouts

Faculty teaching UED courses who have full-time appointments in other departments (1.0 lecturers and tenured/tenure-track faculty) and are employed by UED on a "buyout" basis are not subject to formal review through UED but undergo in-class observations at least annually, to inform the reappointment process described in 3.2 below.

Section 3. Appointment and Reappointment Process

UED follows the assignment order for available work according to [CBA 12.29](#) and the lecturer pool application process.

Section 3.1 Lecturer Faculty without Full-Time Contracts in Other Departments

All lecturer faculty without full-time contracts in other departments will apply for teaching assignments in UED through the campus recruitment tool, which indicates required and preferred qualifications. The Program Directors will review applications for all available sections and make appropriate appointments consistent with the order of assignment procedures set forth in [CBA 12.29](#).

Section 3.2 Tenure/Tenure-Track and Lecturer Faculty with Three-Year Contracts in Other Departments

For initial appointments, interested tenured/tenure-track faculty and lecturers with three-year contracts in other departments will be asked to submit the following:

- Current CV
- Proposed Syllabus or Course Outline
- A brief reflective statement on the candidate's teaching philosophy/strategies/objectives and how these have impacted the candidate's teaching effectiveness
- Evidence of effective EDI and Anti-Racist Teaching Practices

For re-appointment, interested tenured/tenure-track faculty and lecturers with three-year contracts in other departments will be asked to submit the following:

- The most recent syllabus for each requested course re-appointment.
- The most recent teaching observation for each requested course re-appointment.
- Reflection on teaching effectiveness for each requested course re-appointment. This must include a reflection on the most recent SFOTs and teaching observation for that course, and may include any of the "additional evidence" of teaching effectiveness for lecturers with UED contracts (see Section 1).

The Program Director will review materials and make appointments.



Department/Program Standards Approval Sheet

Process:

- a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to Faculty Affairs and Success via email for review.
- c) Faculty Affairs and Success reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns document to Faculty Affairs and Success.
- e) If not approved, Faculty Affairs and Success forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, Faculty Affairs and Success adds *Provost Designee Approved* Date footer to the document and:
 - a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,
 - b. Uploads document to Faculty Affairs and Success Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to Faculty Affairs and Success website location.

Chair/Director Approval: Ellie Clifford Frittle Date: Jul 24, 2024

Dean Review: Kate McCarthy Date: Jul 24, 2024

Provost/Designee Approval: Mahalley D. Allen Date: Jul 25, 2024