

Teaching Professor Review Guidelines and Criteria

I. Process

- a. Unit level (simultaneous with Continuing Review)
- b. School/College
- c. Provost office

II. Criteria

- a. Must be a Lecturer II or IV in good standing and are at or have completed their first Continuing Review. [Typically 12 years]
- b. Must be able to demonstrate proficiency and/or excellence in the following areas:
 - i. Growth and advancement of the Employee's empirical, conceptual, and procedural knowledge relevant to the subject areas in which they provide instruction.
 1. What innovations has the individual made to their teaching method over the years?
 2. How is this growth demonstrated in their courses and syllabi?
 3. Do they demonstrate the ability for continued growth and innovation in their knowledge of their subject area?
 - ii. Evidence that the Employee has evaluated and improved methods of instruction and shown high teaching standards;
 1. How has the individual's theoretical approach to pedagogy grown over the course of their time as an instructor?
 2. How has the individual's practical application of the delivery of instruction evolved?
 3. Does the individual demonstrate that they are attentive to pedagogy and are able to express how they evaluate pedagogy in order to continue to improve?
 - iii. Inclusive Teaching: How have they worked to incorporate into their instruction inclusive teaching methods and what work have they done in the instructional setting to advance the Diversity, Equity, and Inclusion mission of the University.
 1. How has the individual contributed to the overall teaching mission of the university?
 2. What steps have they taken to advance the university's DEI mission?
 3. Can they demonstrate how this work has been incorporated into their instruction?
 - iv. Peer Review/Support: Provide one letter of support (not to exceed two pages) from a peer demonstrating that the individual meets one or more of the selection criteria.
- c. May provide additional support in the following areas:
 - i. Demonstrated scholarly or creative work within their field and positioned themselves both internally and externally as having a heightened status within their field.
 - ii. Participating in activities or programs to advance the mission of the university, support their unit, or improve the culture of the learning environment.
 - iii. Participation in curriculum development.
 - iv. Improvement, growth, or advancement in their administrative or service duties if such duties are a part of their appointment.