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| College | Watts College of Public Service and Community Solutions | |
| Unit | School of Public Affairs | |
| Document | Annual Performance Rubric for Fixed-Term Faculty | |
| Approved by faculty: Yes | | 11/24/2020 |
| Approved by Dean: Yes | | 12/14/2020 |

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Provost office approval:

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| Deborah Clarke, Vice Provost for Academic Personnel | Date |

Annual Performance Rubric for Fixed-Term Faculty

Annual Review of Teaching and Instructionally Related Activities for Fixed Term Faculty including Instructors, Lecturers, Clinical Faculty, and Professors of Practice conducted annually by the School of Public Affairs’ Personnel Committee.

Sources of Information

1. Courses taught and enrollments
2. Course Syllabi
3. Teaching materials (e.g. Online Materials)
4. Student Course Evaluations
5. Peer Reviews
6. Descriptions of student mentoring and advising
7. Descriptions of curriculum development activities
8. Pedagogical awards

We view the actual delivery of courses as the dominant activity. Therefore, student and peer evaluations related to success in course deliver is the primary basis for evaluation. The specific expectations are described in the Table 1.

**Table 1. Course Delivery Expectations (Student and Peer Evaluations)**

|  |  |
| --- | --- |
| Extraordinary Performance (5) | Median Student and Peer Reviews across all courses above 4 on a 5-point scale; A consistent pattern of **multiple** positive open-ended comments across course; and, adjustments for heavy loads defined as large sections and/or required courses |
| Exceeds Expectations (4) | Median Student and Peer Reviews across all courses above 3.5 on a 5-point scale; and adjustments for heavy loads defined as large sections and/or required courses |
| Meets Expectations (3) | Median Student and Peer Reviews across all courses above 3.0 on a 5-point scale; and adjustments for heavy loads defined as large sections and/or required courses |
| Partially Meets Expectations (2) | Median Student and Peer Reviews across all courses above 2 on a 5-point scale; |
| Unacceptable Performance (1) | Median Student and Peer Reviews across all courses below 2 on a 5-point scale; A consistent pattern of **multiple** negative open-ended comments across course; and adjustments for heavy loads defined as large sections and/or required courses. |

**In addition to course delivery, demonstrated success and accomplishments in the following areas can be considered in an evaluation if provided to the committee by the instructor**: course design, advising and mentoring, other activities and accomplishments including those related to School priorities such as equity, inclusiveness, and community engagement. Examples of each are given in Table 2.

In cases where activities in any of these areas are included in the instructor’s official job description or contract, the instructor must make the personnel committee aware of such situations and provide the relevant materials for evaluations. In cases where such activities are not officially part of the instructor’s official job description, evidence of excellence in these areas’, if provided by the instructor, can be used to improve the instructor’s evaluation.

**Table 2. Examples of Additional Teaching Related Activities**

|  |  |
| --- | --- |
| **Category** | **Examples** |
| Course Design | * Designed a new course * Substantially revised an existing course * Converted an in-person course to an online course * Designed some new elements of existing courses to enhance learning * Updated existing course materials |
| Advising / Mentoring | * Supervised undergraduate honors thesis * Wrote recommendation letters for students * Mentored and advised undergraduate or graduate students |
| Other teaching activities or accomplishments | * Won teaching award * Wrote a pedagogical article, case study, or teaching note * Ran a teaching workshop * Taught greater than expected load or larger than usual courses * Created and/or supervised an experiential learning project |

Annual Review of Service related activities for Fixed Term Faculty including Instructors, Lecturers, Clinical Faculty, and Professors of Practice.

Sources of Information

1. List of committee assignment
2. Description of committee activities
3. Description of services to the profession
4. Description of services to the community

Table 3 presents a large range of service activities for which faculty might be evaluated. For faculty with service requirements in their contracts, the terms of the contract should stipulate which columns are required of the individual. For example, many individuals will have school but not college service requirement. Some may have no explicit service requirements to the profession or community either. Leadership role does not necessarily require one to be a committee chair, rather it suggest above average active participation in the work of the committee.

**Table 3. Service Activities and Evaluation.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Service to School (e.g. Committee) | Service to College, (e.g. Committees) | Service to the Profession | Service to the Community |
| Extraordinary Performance (5) | Takes leadership role in one or more committees, has major management responsibility for programs(s) | Takes leadership role in one or more committees, has major management responsibility for programs(s) | Taking a leadership role in one or more professional groups (e.g. ICMA, ASPA) | Outreach activities, building linkages to community groups, diffusing knowledge to community groups |
| Exceeds Expectations (4) | Serves on one or more committees, has management responsibility for program(s) | Serves on one or more committees, has management responsibility for program(s) | Major participation in professional groups (e.g. ICMA, ASPA) | Outreach activities, building linkages to community groups, diffusing knowledge to community groups |
| Meets Expectations (3) | Serves on one or more committees, has management responsibility for program(s) | Either serves on one or more committees, has management responsibility for program(s) | Participation in professional groups (e.g. ICMA, ASPA) | Nothing Required |
| Partially Meets Expectations (2) | Either serves on one or more committees | Either serves on one or more committees, has management responsibility for program(s) | Participation in professional groups e.g. ICMA, ASPA) | Nothing required |
| Unacceptable Performance (1) | No activity | No activity | No activity | Nothing required |