

RUBRICS – TEACHING STANDARDS FOR T/P

These rubrics provide a quick reference. Faculty should not rely exclusively on these documents, as they cannot substitute for a careful study of the written policy. The Policy itself, if different from this overview, takes precedence. Librarian candidates may also wish to consult the Librarianship rubric.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Standards	Sample Evidence
<p>COMMAND OF SUBJECT MATTER Across the University, command of subject matter is considered essential. The candidate must demonstrate competency in his/her discipline, must be able to integrate scholarship into the classroom (for teaching faculty), and must maintain currency in the chosen field.</p>	Student course evaluations; pre-tenure reviews and responses; peer observations/reports; colleague letters; publications, conference papers, and other scholarly/creative activities with students; limited samples of student work that demonstrates teaching effectiveness.
<p>ORGANIZATION The candidate must demonstrate that he/she has an organized plan for each course, has clearly defined learning outcomes/objectives and appropriate assessment mechanisms, and clearly communicates expectations to students. The librarian candidate must demonstrate the ability to organize and disseminate physical and electronic information resources effectively.</p>	Student course evaluations; pre-tenure reviews and responses; peer observations/reports; colleague letters; course syllabi.
<p>RIGOR The candidate must demonstrate high standards of teaching as applied to course design, implementation, student evaluation, and assessment of student learning outcomes. The candidate must ensure sufficiently challenging course content. The librarian candidate must demonstrate that all appropriate professional standards are met in the development of physical and electronic collections that serve the curricular needs of the University. In addition, the librarian candidate must demonstrate high standards of research assistance, research methods instruction, the dissemination of information, and the development of the information fluency of students.</p>	Student course evaluations; pre-tenure reviews and responses; peer observations/reports; colleague letters; limited samples of student work that demonstrates rigor; sample exams; syllabi; awards; grants/grant proposals; unit or divisional reports of teaching evaluations and grading from Office of Institutional Research; direct evidence of learning outcomes.
<p>EVOLUTION The candidate must demonstrate growth as a teacher, achieving a sustained record of teaching effectiveness. The candidate is expected to develop and master a repertoire of teaching techniques that facilitate effective student learning, and is also expected to address and improve techniques that are not as successful. The candidate will be expected to develop new courses and/or enrich existing courses as the discipline evolves. The librarian candidate must demonstrate growth as a librarian. The librarian candidate is expected to maintain current professional standards for collection development, research assistance, and research methods instruction, and must demonstrate the use of evolving technology to organize and disseminate information effectively.</p>	Student course evaluations; pre-tenure reviews and responses; peer observations/reports; colleague letters; new course development; substantive course revisions; evidence of innovative use of technology that enhances teaching effectiveness; syllabi.
<p>ENGAGEMENT The candidate must be an involved teacher both in the classroom and beyond, encouraging the intellectual engagement and development of each student. As teacher/scholars, the candidate must involve students in scholarly and/or creative activities and/or participate in teaching-related student activities. Effective advising, mentoring, and availability to students as well as timely and quality feedback to students are important components of teaching engagement and effectiveness. The librarian candidate is expected to be informed of the current curriculum in order to meet the evolving information needs of the University community, and to stay involved in professional development to ensure competency in advancements in resources, research and instruction techniques, and technology.</p>	Student course evaluations; pre-tenure reviews and responses; peer observations/reports; colleague letters; publications, conference papers, and documentation of other scholarly/creative activities with students; mentoring students (independent studies or tutorials, SURE grant recipients, etc.).

PROMOTION TO PROFESSOR

Standards	Sample Evidence (since promotion to associate):
<p>COMMAND OF SUBJECT MATTER Across the University, command of subject matter is essential. The candidate must demonstrate competency in his/her discipline, must be able to integrate scholarship into the classroom (for teaching faculty), and must maintain currency in the chosen field.</p>	<p>Student course evaluations; peer observations and reports; colleague letters; publications, conference papers, and other scholarly/creative activities with students; limited samples of student work that demonstrates teaching effectiveness.</p>
<p>ORGANIZATION The candidate must demonstrate that he/she has an organized plan for each course, has clearly defined learning outcomes/objectives and appropriate assessment mechanisms, and clearly communicates expectations to students. The librarian candidate must demonstrate the ability to organize and disseminate physical and electronic information resources effectively.</p>	<p>Student course evaluations; peer observations/reports; colleague letters; course syllabi.</p>
<p>RIGOR The candidate must demonstrate high standards of teaching as applied to course design, implementation, student evaluation, and assessment of student learning outcomes. The candidate must ensure sufficiently challenging course content. The librarian candidate must demonstrate that all appropriate professional standards are met in the development of physical and electronic collections that serve the curricular needs of the University. In addition, the librarian candidate must demonstrate high standards of research assistance, research methods instruction, the dissemination of information, and the development of the information fluency of students.</p>	<p>Student course evaluations; peer observations/reports; colleague letters; limited samples of student work that demonstrates rigor; sample exams; syllabi; awards; grants/grant proposals; unit or divisional reports of teaching evaluations and grading from Office of Institutional Research; direct evidence of learning outcomes.</p>
<p>ENGAGEMENT The candidate must be an involved teacher both in the classroom and beyond, encouraging the intellectual engagement and development of each student. As teacher/scholars, the candidate must involve students in scholarly and/or creative activities and/or participate in teaching-related student activities. Effective advising, mentoring, and availability to students as well as timely and quality feedback to students are important components of teaching engagement and effectiveness. The librarian candidate is expected to be informed of the current curriculum in order to meet the evolving information needs of the University community, and to stay involved in professional development to ensure competency in advancements in resources, research and instruction techniques, and technology.</p>	<p>Student course evaluations; peer observations/reports; colleague letters; publications, conference papers, and documentation of other scholarly/creative activities with students; mentoring students (independent studies or tutorials, SURE grant recipients, etc.).</p>
<p>MATURITY The candidate must demonstrate a level of expertise in his/her teaching that is informed by years of teaching experience and growth as a teacher/scholar. The candidate must demonstrate a consistent level of teaching effectiveness enhanced by improved and innovative teaching techniques and currency in his/her discipline. The librarian candidate must demonstrate a level of maturity and expertise in his/her position that is informed by years of experience and growth as a librarian. The librarian candidate must demonstrate a consistent level of effectiveness enhanced by improved and innovative use of evolving professional standards and technology.</p>	<p>Student course evaluations; peer observations/report; colleague letters; new course development; substantive course revisions; involvement in curricular changes/development; evidence of innovative use of technology that enhances teaching effectiveness.</p>
<p>IMPACT The candidate must demonstrate that his/her classroom teaching and engagement in the teaching process has had a positive effect on students and junior colleagues. Direct evidence of learning outcomes including alumni success is especially encouraged. The librarian candidate must demonstrate that his/her expertise has had a positive effect on the development of the library and its utility to users, as well as a positive effect on junior colleagues.</p>	<p>Student course evaluations; peer observations/reports; colleague letters; publications, conference papers, and other scholarly/creative activities with students; limited samples of student work that demonstrates impact; direct evidence of learning outcomes; documentation of student success; documentation of alumni/ae success; awards (McEniry; Hague).</p>