

5/9/16

Department of English
University of Southern Mississippi
Annual Review Guidelines
Full-Time Instructors
Criteria for Evaluation – TEACHING ACTIVITY

As a department, we believe that teaching is one of our primary responsibilities. We also recognize that excellent teaching comes in a variety of forms and that its excellence can be demonstrated in a number of ways. In presenting the following expectations, we acknowledge and allow for diverse pedagogical practices and methods of instruction.

The guidelines below do not represent a comprehensive list of activities for exceeding or far exceeding expectations; rather, the items listed represent the most common benchmarks for earning these scores and are designed to clarify expectations for annual review evaluations. If faculty members perform activities not listed below or perform quantitatively more of any given activity, they should share that information with the Personnel Committee so proper credit can be awarded.

Faculty members who complete actions that are repeatable (e.g. directing a dissertation, receiving a grant for course redesign, etc.) earn credit for each instance.

The Personnel Committee should consider quality of performance when assessing activities. FAR

EXCEEDS EXPECTATIONS

A.1. Receive an award for teaching given by the university or a professional organization in addition to satisfying criteria for Category C

or

A.2. Satisfy five or more criteria from category B in addition to satisfying criteria for Category C.

EXCEEDS EXPECTATIONS

B: Satisfy four of the following in addition to satisfying criteria for Category C:

1. Provide evidence of superior course evaluations with respect to qualitative comments or quantitative scores
2. Provide evidence of extraordinary individual attention to students through conferencing, mentoring, or commentary on assignments
3. Demonstrate success of students in endeavors in which the faculty member plays a substantial role (e.g., admission to graduate school, success on the job market, winning prizes, presenting at conferences, or publishing)
4. Redesign or introduce new curriculum to enhance student learning (e.g., service-learning, digital literacies, etc.) and provide evidence of successful contributions to learning outcomes
5. Propose new courses or course modifications that directly meet the needs of undergraduate or graduate students, or teach one or more new course preparations
6. Demonstrate innovation through a willingness to take on new preparations or by varying reading lists, assignments, and examinations; or by introducing and using appropriate technology effectively
7. Demonstrate dedication to teaching by directing an undergraduate thesis or an independent study
8. Direct a graduate thesis or dissertation

9. Demonstrate commitment to excellence in teaching through organization and instruction of faculty development seminars that include faculty, graduate students, and/or adjunct faculty
10. Apply for and/or secure an internal or external grant for activities related to pedagogy or course development
11. Regularly teach the following GEC courses: 100E, 101, 102, 200, 201, 202, 203, exclusive of Honors sections, at least two courses per year excluding summer semesters
12. Effectively teach more than the standard number of courses for a faculty member in English
13. Participate in professional development opportunities such as the service-learning or QEP seminar

MEETS EXPECTATIONS

C: Satisfy **all** of the following:

1. Teach the full complement of courses **appropriate to one's faculty situation** and help ensure that the department is able to offer its full range of courses by accepting teaching assignments, which may include courses the faculty member does not ordinarily teach and, in some necessary cases, does not want to teach
2. During the first week of the term, provide classes with a detailed syllabus that includes reading and writing assignments, attendance policy, methods of assessment, and other information required by the Faculty Handbook
3. Meet classes regularly. When the instructor must miss a class due to illness or travel out of town, s/he should make provisions for the class in advance if possible and notify the department office to cancel the class when advance notice is impossible
4. Hold at least one office hour per class per week
5. Require the defined writing assignments when teaching courses designated as "writing intensive"; 400-level literature courses should, during regular fall and spring terms, include a research paper of substantial length. Copies of student papers submitted for GEC courses, ENG 340, and 400-level courses should be submitted for programmatic assessment
6. Respond to student work thoroughly so that students may learn from the exercise and improve for the next. Written assignments and exams should be returned to students as soon as possible
7. Submit course grades by the final deadline for doing so
8. Demonstrate teaching effectiveness through student course evaluations or through a combination of student evaluations and other evidence indicating the quality of teaching.

D: Not meeting any one criterion from Category C

UNSATISFACTORY

E: Not meeting more than one of the criteria for Category C.

Department of English
University of Southern Mississippi
Annual Review Guidelines
Part-Time Instructors
Criteria for Evaluation – TEACHING ACTIVITY

As a department, we believe that teaching is one of our primary responsibilities, and acknowledge part-time instructors, part-time visiting faculty, and graduate instructors as vital members of our core of instruction. We also recognize that excellent teaching comes in a variety of forms and that its excellence can be demonstrated in a number of ways. In presenting the following expectations, we acknowledge and allow for diverse pedagogical practices and methods of instruction.

The guidelines below do not represent a comprehensive list of activities for exceeding or far exceeding expectations; rather, the items listed represent the most common benchmarks for assessment and are designed to clarify expectations for annual review evaluations. If instructors perform activities not listed below or perform quantitatively more of any given activity, they should share that information during their evaluations so proper credit can be awarded.

Evaluators should consider quality of performance when assessing activities.

FAR EXCEEDS EXPECTATIONS

A.1. Receive an award for teaching given by the university or a professional organization in addition to satisfying criteria for Category C

or

A.2. Satisfy five or more criteria from category B in addition to satisfying criteria for Category C.

EXCEEDS EXPECTATIONS

B: Satisfy four of the following in addition to satisfying criteria for Category C:

1. Provide evidence of superior course evaluations with respect to qualitative comments or quantitative scores
2. Provide evidence of extraordinary individual attention to students through conferencing, mentoring, or commentary on assignments
3. Demonstrate success of students in endeavors in which the instructor plays a substantial role (e.g., admission to graduate school, success on the job market, winning prizes, presenting at conferences, or publishing)
4. Redesign or introduce new curriculum to enhance student learning (e.g., course themes, service-learning, digital literacies, etc.) and provide evidence of successful contributions to learning outcomes
5. Demonstrate innovation through a willingness to take on new preparations or by varying reading lists, assignments, and examinations; or by introducing and using appropriate technology effectively
6. Demonstrate commitment to excellence in teaching by participating in or attending pedagogical development opportunities such as Department pedagogy forums, LEC trainings, faculty forums, or discipline-specific conferences.
7. Apply for and/or secure an internal or external grant, either independently or with a colleague(s), for activities related to pedagogy or course development

MEETS EXPECTATIONS

C: Satisfy all of the following:

1. Teach the full complement of courses contracted to the instructor each semester.
2. During the first week of the term, provide classes with a detailed syllabus that includes learning outcomes, reading and writing assignments, attendance policy, timely methods of assessment, grading scale, office hours, weekly schedule, and other information required by the Faculty Handbook and the Department's teaching policies and procedures document.
3. Meet classes regularly. When the instructor must miss a class due to illness or travel out of town, s/he should make provisions for the class in advance if possible and notify the department office to cancel the class when advance notice is impossible.
4. Hold at least one scheduled office hour per class per week (online instructors should hold the equivalent using Bb IM).
5. Require the defined writing assignments when teaching courses designated as "writing intensive"; 400-level literature courses should, during regular fall and spring terms, include a research paper of substantial length. Copies of student portfolios submitted for GEC courses, and copies of papers for writing intensive courses should be submitted on time for programmatic assessment.
6. Respond to student work thoroughly so that students may learn from the exercise and improve for the next. Written assignments and exams should be returned to students in a timely manner, which under typical circumstances is within two weeks.
7. Submit all course grades (including NA rosters, interim grades, and final grades) by the appropriate deadlines.
8. Demonstrate teaching effectiveness through faculty mentor course evaluations or through a combination of student evaluations and other evidence indicating the quality of teaching.

BENEATH EXPECTATIONS

D: Not meeting any one criterion from Category C

UNSATISFACTORY

E: Not meeting more than one of the criteria for Category C.