

Activity Guidelines

Rating Guidelines for Teaching

The following information is designed to:

- Provide consistency in objectively rating the candidate using the scales: Excellent, Commendable, Satisfactory, and Unsatisfactory.
- Ratings should be supported with examples of the candidate's accomplishments, and relevant measures tied to specific areas being assessed.

These guidelines are not outcomes and measures; they are meant to provide a framework for Tenure Chair, Committee Members, Candidate, and Dean to devise a plan for actual activities and measures that promote the success and growth of the candidate.

These are guidelines—activities and options may vary depending on the candidate's experience, expertise, and committee input.

Satisfactory

Candidate meets the observation requirement by having the required number of observations of an in-person or online course with a majority of satisfactory ratings in the form fields indicating:

- Demonstration of teaching that promotes student learning, including using techniques, activities, and content delivery shown to be effective in achieving learning outcomes.

- Incorporation of active and/or applied learning, rooted in teaching and learning theories.
- Inclusion of the following on the syllabus and/or course evaluations:
 - Clearly outlined course objectives, student learning outcomes and assessments that tie to outcomes.
 - Provides timely constructive feedback for all assignments.
- Demonstration of content expertise and understanding of best practices in one's discipline-based on education and educational credentials.
- Demonstration of student engagement by holding office hours and through timely responses to student questions as assessed by the candidate's tenure report and/or annual evaluation and/or course evaluations.

Commendable

Candidate meets the observation requirement by having the required number of observations of an in-person or online course with a majority of satisfactory ratings in the form fields indicating:

- Demonstration of teaching that promotes student learning, including using techniques, activities, and content delivery shown to be effective in achieving learning outcomes.
 - Incorporation of active and/or applied learning, rooted in teaching and learning theories.
- Inclusion of the following on the syllabus and/or course evaluations:

- Clearly outlined course objectives, student learning outcomes and assessments that tie to outcomes.
 - Provides timely constructive feedback for all assignments.
- Demonstration of content expertise through the candidate's education and educational credentials and "commendable" ratings on content-specific aspects of the teaching observations. To distinguish one from "satisfactory," candidates may provide examples of one or more of the following:
 - Commendable on student course evaluation ratings.
 - Examples of course content modifications based on discipline or pedagogical best practices.
 - Examples of technological enhancements used in the course, such as podcasts, vlogs, or other best practices.
 - Other measurable assessments or activities defined by the committee demonstrate commendable actions in one's expertise.
- Demonstration of student engagement as defined in the satisfactory section. To distinguish one from "satisfactory," candidates may provide examples of one or more of the following:
 - Candidate giving additional time to students, for example, after class.
 - Attendance, completion, or engagement in pedagogical or teaching effectiveness activities/training through professional development or other sources.
 - Researching Universal Design Practices.

- Providing outreach to students, such as through the tutoring center or electronic communication appropriate to off-campus students.
- Attending inclusion and/or diversity training.
- Other: As defined by the committee.

Excellent

Candidate meets the observation requirement by having the required number of observations of an in-person or online course with a majority of satisfactory ratings in the form fields indicating:

- Demonstration of teaching that promotes student learning, including using techniques, activities, and content delivery shown to be effective in achieving learning outcomes.
 - Incorporation of active and/or applied learning rooted in teaching and learning theories.
- Inclusion of the following on the syllabus and/or course evaluations:
 - Clearly outlined course objectives, student learning outcomes and assessments that tie to outcomes.
 - Provides timely constructive feedback for all assignments.
- Demonstration of content expertise through the candidate's education and educational credentials and "excellent" ratings on content-specific aspects of teaching observations. To distinguish one from "commendable," candidates may provide one or more examples of the following:
 - Excellent student course evaluation ratings.

- Student letters/e-mails supporting the candidate's teaching and engagement.
- Demonstration of course changes based on ongoing developments in their field (national standards, assessment standards, technological innovations, or other professional upgrades) and/or feedback tied to student needs.
- Course content modifications, delivery and/or assessment changes based on discipline or pedagogical best practices and/or feedback tied to student needs.
- Examples of technological enhancements used in multiple courses, such as podcasts, vlogs, or other best practices.
- If teaching online, having a course reviewed through QM. Examples of improvements in online courses based on previous years' input and evaluations.
- Other measurable course improvement, assessment, or activity defined by the committee that demonstrates excellent actions tied to one's expertise.
- Demonstration of student engagement as defined in Commendable, in addition, to distinguish one from "commendable," candidates may provide one or more examples of the following:
 - Candidate giving additional time to students, for example:
 - In after class work sessions
 - Through innovative electronic communication appropriate to off-campus students
 - Through outreach to students, such as through the tutoring center or campus program
 - Advising a student club

- Holding a subject related event
- Adding elements of inclusion/diversity to course materials.
 - Implementation of pedagogical improvements tied to the training. Examples include:
 - Association of College and University Educators (ACUE) Course in Effective Teaching.
 - Quality Matters training and/or completion of course evaluation through QM peers.
 - Effective teaching training through professional development workshops or other means, and implementation of training content to classes.
 - Universal Design methods applied to a variety of classes.
- Critically reflect on teaching methods and the student's engagement in classes via course evaluations or other assessments and implement changes or relevant updates.
- Attend, complete, or engage in other pedagogical or teaching-effectiveness activities.
- Other: defined by the committee.

Service Rating Guidelines

Ratings for Service should be supported with examples of candidate accomplishments, objective feedback, and relevant measures or evaluations. This should include:

- Interest and ability in advising students (formally or informally)

- Demonstrated ability to work with the faculty and students of the institution in the best interests of the academic community and the people it serves
- Service on College or System committees
- Demonstrated recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement
- Demonstrated recognition and respect outside the System community for participation in community, state, nationwide or worldwide activities
- Professional development
- Membership and participation in professional organizations

** Note: NSHE Code says "Standard Two: Service in addition to standard one, an academic faculty member being recommended for appointment with tenure must receive a 'satisfactory' rating or better in the area of service, which may include, but not be limited to": (the list above).*

Satisfactory

Demonstrates and provides measures and evidence of participating in the area of service (listed above) as approved by the committee.

- The following may be useful if one is reaching for the "or better" rating.

Commendable

In addition to Satisfactory:

- Candidate shows additional activities in one or more of the areas listed above.
- Begins taking leadership positions in service as related to campus or system service, or professional organizations, or other relevant services.
- Other: As defined by committee.

Excellent

In addition to Commendable:

- Demonstrates initiative in additional activities as defined by the candidate, committee, and department as tied to service toward the department or professional development, or other relevant service activities. This may include formalized advising training.
- Has demonstrated leadership by chairing committees, leading organizations, creating professional presentations, etc., or other related activities tied to department, campus, system, national, or international service and leadership positions or other leadership positions defined by committee.
- Other: As defined by the committee.

Letters of Support

Candidates can submit letters of support to demonstrate effectiveness in teaching and service. There is no limit to the number of support letters you can submit. It might be useful to seek support tied to areas associated with evaluating each of the above areas.

