

Department of Geography and Geology
Dec. 6, 2016

Teaching Professorship Expectations and Evaluation

Teaching professorships, including Assistant, Associate and full Professors, were created to enable the finest in teaching, learning and pedagogy without the demands of time that research requires. Whereas typically persons in the traditional academic ranks are evaluated on the basis of research, teaching and service, persons in the teaching professorship are evaluated on the basis of teaching and service only. At USM, the tradition has been to weight the three pursuits in the order of research, teaching and service. The teaching professor duties must be weighted differently. The Department of Geography and Geology considers a weighting proportion of 80% teaching and 20% service to be optimum proportions of time for these positions.

Consistent with USM and the College of Science and Technology expectations, the teaching faculty will usually teach 12 hours per semester if teaching undergraduate courses and 9 semester hours if teaching graduate courses for both fall and spring semesters.

Each teaching faculty member is expected to present:

- a well-structured course content with clear and detailed learning outcomes that includes relevant and up-to-date research findings supporting the latest paradigms or theories or knowledge;
- a course utilizing advancements in technological delivery;
- a course with a fair and objective method of student assessment;
- a course delivered without prejudice to the student.

Since effective teaching is the essential criterion for promotion of this academic line, evidence of a sustained pattern of good teaching and pedagogy needs to be documented. In accordance with University policy, faculty will conduct student evaluations of their classes each semester during an academic year. The faculty will use the on-line course/instructor evaluation provided by the University. A rubric may also be used as an instrument to assess the teaching performance of a teaching faculty member, based on peer review in the form of classroom observations. Because of the applied nature of the Department's several academic programs, it is expected that certain classes will involve field work. In most cases field exercises or projects are a normal part of an individual's instructional responsibility.

On occasion, normal expectations can be exceeded as in, for example, a case where an instructor has been able to interrelate the learning experience with a particular need of the practitioner(s) in the community. Learning experiences of these kinds are particularly rewarding for the student; so they are demanding and time consuming on the part of the instructor. Courses designed to fulfill practitioner needs may be considered to be "innovative" classes. Products derived from the course for the practitioner client may, depending upon authorship (student, instructor, students/instructor), be considered documentation for consideration of a service.

Teaching: Expectations for Promotion from Assistant Teaching Professor to Associate Teaching Professor

- Development of undergraduate and/or graduate courses in areas of expertise.

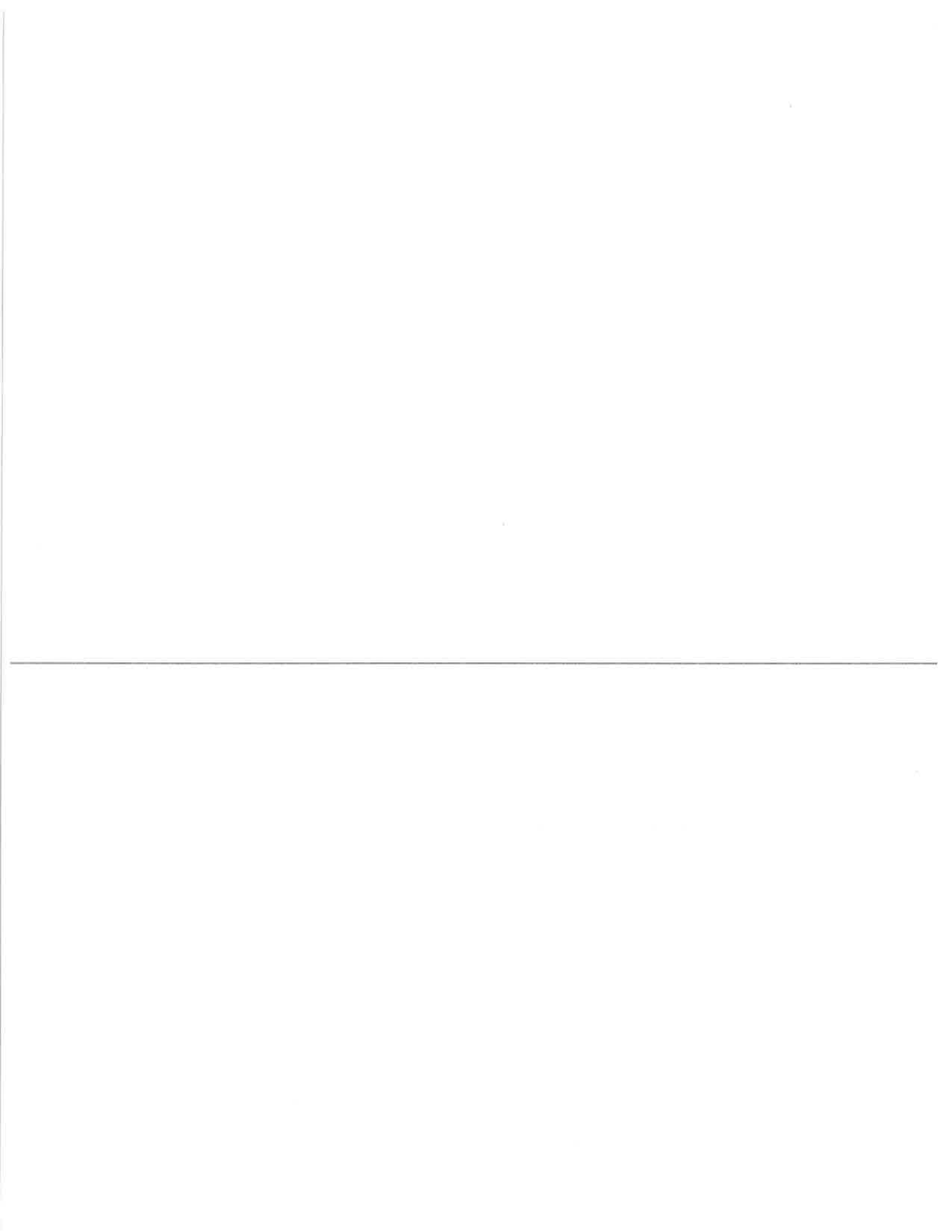
- Expansion of teaching methodologies to include electronic and alternative delivery formats.
- Development of courses with clear evidence of pedagogical design, such as *Understanding by Design* (Wiggins and McTighe, 2005).
- Development of teaching materials for both lecture and laboratory courses that are of potential use by other faculty and for general use.
- Evaluation of quality teaching as evidenced by:
 - Maintaining a teaching portfolio to include - sample tests, sample exercises, and examples of articles required as reading by class.
 - Annual evaluation by students (using SOAR on-line university process) of lecture and laboratory courses. Satisfactory quality in teaching/survey categories (especially #s 2, 4, 6, 7, 8, 10, 12, 15, and 18) should achieve a ranking of at least 3.5 out of 5 among all university instructors.
 - Outcome of student-oriented research, including publication, presentations, and awards.
 - Peer evaluation of class lectures obtained from syllabi, and if possible, using an active observation format with techniques such as video taping with comments from university instructional methods consultants. Satisfactory quality of instruction should be determined by standards as assessed in a Teaching Effectiveness Rubric, and includes components of course planning, instruction and assessment.
 - Creation of/and offering courses which meet the mission of the department.

Teaching: Expectations for Promotion to Teaching Professor

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- Having taught undergraduate and/or graduate students for at least ten years.
 - Participation in undergraduate and/or graduate course development to meet the mission of the department and evolving needs of the student/major.
 - Development of course content material of commercial quality.
 - Development of upper-division undergraduate and graduate courses in area of expertise.
 - Evidence of sustained pedagogical research and productivity as evidenced by published, peer-reviewed articles.
 - Nationally recognized as expert in pedagogy.
 - Evaluation of quality teaching as evidenced by:
 - Maintaining a teaching portfolio to include - sample tests, sample exercises, and examples of articles required as reading by class.
 - Annual evaluation by students (using SOAR on-line university process) of lecture and laboratory courses. Satisfactory quality in teaching/survey categories (especially #s 2, 4, 6, 7, 8, 10, 12, 15, and 18) should achieve a ranking of at least 3.5 out of 5 among all university instructors.
 - Outcome of student-oriented research, including publication, presentations, and awards.
 - Peer evaluation of class lectures obtained from syllabi, and if possible, using an active observation format with techniques such as video taping with comments from university instructional methods consultants. Satisfactory quality of instruction should be determined by standards as assessed in a Teaching

Effectiveness Rubric, and includes components of course planning, instruction and assessment.

- Creation of/and offering courses which meet the mission of the department.
- Letters from former students, both undergraduate and graduate, and peers, possibly including those external to USM.



Teaching Effectiveness Rubric

Department of Geography and Geology

Instructor Name: _____

Student Name: _____

CATEGORY	4 - Highly Effective	3 - Effective	2 - Improvement Necessary	1 - Does Not Meet Standards	Weighting Factor
Planning Standards and Outcomes	Has a detailed plan of instruction for the semester that is tightly aligned to course learning outcomes.	Plans the semester so students will meet the learning outcomes.	Has done some thinking about how to cover learning outcomes.	Lessons have little direct alignment with learning outcomes.	
Planning Units	Plans almost all units with big ideas, essential questions, knowledge, skill, and transfer to long-ranging curricular goals.	Plans most units with big ideas, essential questions, knowledge, skill, and transfer to long-ranging goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.	
Planning Design	Plans course with end in mind, clearly linking instruction and assessment to learning goals.	Plans course with end in mind, somewhat linking instruction and assessment to learning goals.	Plans course with assessments that related to unit objectives.	Teaches and assesses for coverage of material, with little apparent design.	
Planning Differentiation	Designs course with a variety of instructional methods for different types of learners and breaks down complex tasks.	Designs courses that target several learning needs, styles and interests.	Designs courses with some thought as to how to accommodate different learning styles and needs.	Designs courses with no differentiation.	

Planning Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interests and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.	
Teaching Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.	
Teaching Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson goals.	Tells students the main learning objective of each lesson.	Begins lessons without giving students a sense of where instruction is headed.	
Teaching Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making subject interesting and relating it to things students already know.	Rarely hooks students' interests or makes connections to their lives.	
Teaching Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technologies, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of material and fails to reach most students.	

Teaching Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.	
Assessment Links to Plan	Assessments clearly show and reflect understanding of the learning outcomes.	Assessments indicate some understanding of learning outcomes.	Assessments indicate some understanding of course material, but not specific learning outcomes.	Assessments show little relationship to learning outcomes.	
Assessment Diagnostics	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.	
Assessment Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.	
Assessment Interims and Tenacity	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slowly getting test results back to students and moves on without analyzing data and follow up with students.	

Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been better done.	Does not draw lessons for the future when teaching is unsuccessful.	
Field*	Field instruction is integral part of course, involving extended excursions to relevant localities that forms part of the course content.	Field instruction forms an integral part of the course content, with local field trip(s).	Field trips are undertaken, but do not constitute an integral part of course content.	No field instruction.	

* if appropriate

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