

SCHOOL STANDARDS  
FACULTY OF EDUCATION

Adopted on 3/5/08

Approved by Dean deThy, March 6, 2008

This policy covers all members of the School of Education faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

1.00 SCHOOL OF EDUCATION STANDARDS FOR FACULTY EVALUATION

PREAMBLE:

## 2.00 ELABORATION OF SCHOOL STANDARDS FOR TEACHING FACULTY

### 2.1 Teaching

2.1.1 Educating students, both inside and outside the classroom is the School's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

2.1.2 In broad terms excellence in teaching is characterized by:

2.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines one teaches.

2.1.2.2 Sound course design and delivery in all teaching assignments – whether program or General Studies, introductory or advanced offerings — as evident in clear learning

2.2.3.1 The College recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-discipline

2.2.4 It is always the case that the burden is on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.



Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

## 2.3 College and Community Service

2.3.1 The faculty role includes contributions to the achievement of the School and College's mission through effective participation in governance activities including leadership roles at the program, School, or College-wide levels. These contributions may require the capacity to work collaboratively with other members of the College community, including activities related to alumni and the College Foundation.