

FACULTY EVALUATION OF SCHOLARSHIP OF TEACHING AND LEARNING

The scholarship of teaching and learning encompasses activities that

- assist in acquiring and sustaining a faculty member's expertise
- entail the creation, application, synthesis, or transmission of knowledge [*from accreditation Std. 4.B*].

Such activities involve more than just engaging students in learning; in many instances, these activities might also be characterized as professional development, service, or research.

Faculty members should view evaluation of their scholarship of teaching and learning as an opportunity to

- affirm the work of faculty members;
- identify areas for improvement in performance;
- recommend new ways of engaging in teaching and learning activities;
- establish qualifications for promotion, tenure, and sabbatical leave.

For the purposes of retention, promotion, tenure, and post-tenure reviews, the evaluation of a faculty member's scholarship of teaching and learning will emphasize the quality of performance in categories outlined in the Scholarship of Teaching and Learning Matrix given below. On occasion, these categories may overlap to some extent with those used for evaluating other parts of a faculty member's workload, such as research, service, or professional development. Such overlap generally contributes to scholarly merit and worth and provides evidence of a faculty member's overall commitment to the scholarship of teaching and learning. Hence, instead of concentrating on the degree of overlap, evaluation should assess to what degree expectations outlined in the matrix were satisfied and whether activities were commensurate with the rank under consideration.

A Brief Outline of the Scholarship of Teaching and Learning Matrix

The Scholarship of Teaching and Learning Matrix (hereafter referred to as the Matrix) is broken into four categories of activities directly related to the types of activities and characteristics of performance desired of faculty members at UAS. The four categories are:

1. Pedagogy – practice and art of teaching, including evaluation by students and self.
2. Mentoring/collaborating – participation in advising, supporting and assisting students, colleagues, and peers.
3. Program Contribution –contributions to curriculum development and to instruction within disciplinary programs.
4. Scholarly Work –acquisition, application, and dissemination of pedagogical and content knowledge in the discipline.

Faculty members will annually demonstrate involvement in activities from each of the four categories.

The Matrix has three columns indicating the level of expected performance. The three levels are:

1. Proficiency – *all* faculty will perform at this minimum level of activity and demonstrate proficiency regardless of rank or tenure status.
2. Growth –additional activities that would be expected at the rank of Associate Professor or contribute to promotion to that rank.
3. Leadership –additional activities that would be expected at the rank of Professor or contribute to promotion to that rank.

Workload

Deans or Directors meet with each faculty member to develop a workload that addresses all four categories at the level of his/her current rank and that enables each faculty member to progress toward the appropriate goal

of retention, promotion and/or tenure. Faculty evaluation must be based on the workload assignment and both the faculty member and Dean or Director must agree and sign that the workload agreement is appropriate for meeting the needs of the matrix. [Amendment 2/05/10]

Since expectations within disciplines may vary, the activities listed in each column may not be the only activities expected of faculty members at a particular rank.

- By consensus departments/units may wish to add activities and suggested sample evidence in each category and column which apply to all department/unit faculty, but may not remove activities already listed in the Matrix.
- Department/unit additions must be published in the faculty handbook.

In the interest of deploying faculty effectively and efficiently, the workload agreement between a faculty member and his/her Dean or Director may place less emphasis on activities listed in one category in the Proficiency column in favor of others. Evidence of such formal agreement must be made available in files that are presented for retention, promotion, tenure, and post-tenure reviews. However, over time, a faculty member's scholarship of teaching and learning can only be expected to strengthen with contributions from each of the categories: pedagogy, mentoring/collaborating, program contribution, and scholarship of teaching.

In addition to the activities listed, the Matrix provides samples of evidence to demonstrate that activities have been performed. The sample evidence or indicators given in the Matrix are not intended to be exhaustive, exclusive, or required but are simply examples to be used as a guide. Departments may wish to provide their faculty members with recommendations regarding sample evidence.

Faculty Members All faculty members should use the Matrix as a guide for the creation of their annual activity reports and pre- and post-tenure review portfolios.

Deans and Directors

Deans and Directors should use the Matrix to advise faculty members in performance reviews.

Faculty Evaluation Committees

Faculty evaluation committees should look for evidence that the faculty member has used the Matrix as a guide when reviewing faculty members' Scholarship of Teaching and Learning activities for retention and tenure.

Provost

The Provost should look for evidence that the faculty member has used the Matrix as a guide when reviewing the decisions of Deans, Directors, and faculty evaluation committees.

Chancellor

The Chancellor should look for evidence that the faculty member has used the Matrix as a guide when reviewing the decisions of Deans, Directors, and faculty evaluation committees.

Approved by Faculty Senate 10/07/05

Revised by Faculty Senate 2/05/10

Scholarship of Teaching Matrix

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Categories		Proficiency	Growth	Leadership
I. Pedagogy	<i>Instructional strategies</i>	Activities: • Designs course content to address diverse learning styles and UAS competencies <i>and</i> • Includes a variety of learning assessments and active learning activities in syllabi. Sample evidence/Indicators: Syllabi, course assignments and assessments.	Activities • Participates in conferences, discussions, or workshops addressing pedagogy <i>or</i> • Reads research literature about teaching and learning. Sample evidence/indicators Reflections on personal relevance or significance to accompany programs <i>or</i> bibliography.	Activities: • Pilots new delivery strategies <i>or</i> • Shares knowledge of instructional design or delivery methods with peers in presentations or published articles. Sample evidence/Indicators: Articles or presentations.
	<i>Effectiveness of teaching</i>	Activities: • Course evaluation questionnaires. Sample evidence/Indicators: UAS-administered student evaluations; self-administered formative evaluations of teaching.		
		Activities: • Recognition for teaching excellence. Sample evidence/Indicators: Letters of appreciation from students or colleagues for teaching efforts.		Activities: • Recognition for teaching excellence. Sample evidence/Indicators: Institutional, regional, or national award or citation for excellence in the scholarship of teaching and learning.
	<i>Self-evaluation</i>	Activities: • Invites colleagues to appraise course syllabi, assignments, assessments, or delivery and offer suggestions for improvement. Sample evidence/indicators: Appraisals written by colleagues.	Activities: • Uses course evaluations, student feedback, and quality of student work to reflect and try new approaches or methods <i>and</i> • Assesses their degree of success. Sample evidence/indicators: Appropriate formative assessment measures to gauge the success of new methods or approaches; student work samples	Activities: • Makes significant changes in approach or methods <i>and</i> • Uses ongoing assessment to gauge effectiveness. Sample evidence/indicators: Evidence for significant changes, assessment, and implementation of further changes.

		Activities: • Reflects on personal objectives and performance in teaching.		
Categories		Sample evidence/indicators: Written reflection with annual activity report.	Growth	Leadership
2. Mentoring/ Collaborating		Activities: • As assigned, advises students within a discipline regarding program requirements and course choices. Sample evidence/indicators: Records indicating numbers of advisees and meetings with advisees; letters of recommendation written.	Activities: • Encourages students to undertake research projects or scholarly inquiry <i>or</i> • Assists students in finding employment, internships, or graduate fellowships <i>or</i> • Recruits new majors. Sample evidence/indicators: Letters of recommendation or support	Serves as chair, program director/head leading, facilitating or advocating for the academic direction of programs. Sample evidence/indicators: Minutes to meetings, memos, or emails; collaborative discussion. Added 02/05/10
	Academic supervision		Activities: • Serves as project, practicum, or internship advisor for students <i>or</i> • Supervises and trains teaching or laboratory assistants. Sample evidence/indicators: Reports from projects, practicum, or internship; training manuals.	Activities: • Serves on undergraduate or graduate thesis or dissertation advisory committee <i>or</i> • Serves on examination or portfolio review committee. Sample evidence/indicators: Thesis or dissertation; examination or portfolio review forms.
				Hosts faculty from other campuses for visits to lecture or read from their works in the classroom and discuss their creative process with students. Sample evidence/indicators: letters of thanks/appreciation from colleagues. Added 02/05/10
	Mentoring colleagues		Activities: • Hosts colleagues in course lectures, laboratories, or sessions to observe how subject matter or situations may be handled <i>or</i> • Co-teaches with a colleague. Sample evidence/indicators: Summary of interaction with colleague and issues raised, with response from colleague.	Serves as chair, program director/head assisting colleagues to implement programs, complete projects, or find relevant professional resources. Sample evidence/indicators: Minutes to meetings, memos or emails; collaborative documentation. Added 02/05/10
			Activities: • Shares knowledge of the institution, pedagogy, or technologies with UAS colleagues in presentations, workshops, tutorials, panel discussions, or similar campus forum. Sample evidence/indicators: Program for presentation; letter of appreciation.	Coordinates cross-campus events at which students present papers, attend performances, attend workshops etc. Sample evidence/indicators: Letters of thanks, appreciation from supervisors and or colleagues, programs for presentation. Added 02/05/10

			<p>Activities: • Provides colleagues with appraisal of their course syllabi, assignments, assessments, or delivery and offers suggestions for improvement.</p> <p>Sample evidence/indicators: Appraisals written for colleagues.</p>	<p>Activities: • Serves as a mentor for members of a professional organization or association. Sample evidence/indicators: Record of mentoring activities; letter of appreciation.</p>
Categories		Proficiency	Growth	Leadership
3. Program Contribution	<i>Curriculum & outcomes</i>	<p>Activities: • Complies with a program's goals and objectives, contributing to program outcomes and • Provides program assessment evidence as requested Sample evidence/Indicators: Syllabi reflect appropriate curriculum guidelines; assessment evidence.</p>	<p>Activities: • Initiates assessment and revision of own courses based on program needs <i>or</i> • Develops course proposals to enhance program or make interdisciplinary connections. Sample evidence/indicators Syllabi and assessment evidence respond to program needs; course proposals.</p>	<p>Activities: • Provides leadership for curriculum development, accreditation, or institutional assessment efforts. Sample evidence/indicators Curriculum proposals and approvals; documentation of participation in curriculum development, accreditation, or assessment efforts.</p>

			<p>Activities: • Develops and teaches new courses <i>or</i> • Substantially revises existing courses. Sample evidence/Indicators: Course proposals; syllabi; assignments; learning assessments.</p>	<p>Activities: • Develops new programs <i>or</i> • Substantially revises existing programs. Sample evidence/Indicators: Curriculum proposals; curriculum and course outlines and objectives.</p>
	<i>Instruction</i>	<p>Activities: • Fulfills program needs by teaching or supporting student learning. Sample evidence/Indicators Workload agreements; syllabi; assignments; learning assessments.</p>	<p>Activities: • Teaches a variety of courses <i>or</i> • Manages an exceptionally large student load <i>or</i> • Accomplishes other instructional activities that significantly enhance student learning outcomes or program goals. Sample evidence/Indicators: Syllabi; assignments; learning assessments; course proposals.</p>	

Categories		Proficiency	Growth	Leadership
4. Scholarly Work	<i>Acquisition of content knowledge & disciplinary expertise</i>	Activities: • Attends conferences, seminars, colloquia, or presentations <i>or</i> • Reads research literature to increase content knowledge. Sample evidence/Indicators: Reflections on personal relevance and significance to accompany conference programs or bibliography.	Activities: • Takes courses or workshops to enhance content knowledge or establish interdisciplinary connections. Sample evidence/Indicators: Reflections on personal relevance and significance to accompany course/workshop programs or syllabi.	Activities: • Conducts research projects. Sample evidence/Indicators: Articles or project reports relating to research interests.
	<i>Transmission of content knowledge and disciplinary expertise</i>	Activities: • Incorporates current methods, practices, or viewpoints in course content. Sample evidence/Indicators: Syllabi; assignments; study guides; lab manuals; self-evaluation.	Activities: • Shares content knowledge and disciplinary expertise with peers in conference or workshop presentations or panel discussions <i>or</i> • Exhibits or performs at a public event. Sample evidence/Indicators: Articles; programs from presentations delivered.	Activities: • Publishes books, chapters, manuals, articles, guides, photographs, digital learning objects, multimedia, similar publications <i>or</i> • Organizes and delivers workshops, colloquia, seminars, or conference programs <i>or</i> • Serves as invited speaker. Sample evidence/Indicators: Publications; workshop syllabus; conference program.
	<i>Application of content knowledge and disciplinary expertise</i>		Activities: • Serves as a reviewer for books, articles, media, or other publications <i>or</i> • Serves as juror for performances or exhibitions. Sample evidence/Indicators: Published reviews; exhibition or performance programs.	Activities: • Serves as an editor for disciplinary publications <i>or</i> • Organizes exhibitions or directs performances <i>or</i> • Contributes to advisory bodies that review disciplinary standards for curricula. Sample evidence/Indicators: Publications or programs demonstrating leadership role; Reports from accreditation or standards review.
	<i>Extramural projects</i>		Activities: • Participates in seeking funded or unfunded (collaborative) support for scholarly projects <i>or</i> • Assists in managing and carrying out scholarly projects that receive grant funding or collaborative support. Sample evidence/Indicators: Grant proposal; project agreements and reports.	Activities: • Provides leadership in seeking funded or unfunded support for scholarly projects <i>and</i> • Manages and reports on the project Sample evidence/Indicators: Grant proposal; project agreements and reports.