

# Criteria of Evaluation for Track A Lecturers and Track B Instructional Professors

Office of the Provost

University of Chicago

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These criteria are being provided to you in accordance with Art 16.4.A of the Collective Bargaining Agreement (CBA).

Article 16 of the CBA states: “The purpose of a Lecturer’s performance review is to support excellence in teaching by ensuring that the Lecturer’s efforts align with the University’s teaching mission and expectations for teaching practices of the highest quality, to ensure adherence to academic and professional standards, to assess overall performance, and to encourage continued professional growth of the Lecturer.”

The University expects that all academic appointees are or in time will become outstanding. Thus, all academic promotion tracks have the same structure and rationale, including the Instructional Professor track. Generally, initial appointments at the Assistant IP rank are made on the basis of promise that the appointee will be able to develop themselves into exemplary practitioners of their pedagogical duties. All teaching track appointees are expected to make progress, gain experience and apply it, adopt best practices for delivering courses and assessing student learning, and be successful in leading students to reach the learning objectives established by the unit. Recommendations for reappointment and promotion should be made on the basis of evidence that the appointee is fulfilling the criteria appropriate to their rank. Reviewers should refer to the Office of the Provost’s [\*Guidelines on Appointment Cases for Instructional Professors and Track A Lecturers\*](#) for detailed information about the criteria for appointment and progression at each rank.

**The principal purpose of the review process is to ascertain how well an individual IP or Lecturer is able to help students reach the learning objectives of their respective programs AND to provide appropriate mentorship and guidance for the appointees to grow into outstanding pedagogues.**

All Lecturers and Instructional Professors will be evaluated on whether their performance fulfills these criteria to an extent appropriate to their rank and, if applicable, on whether they are making satisfactory progress towards the next rank.

Evaluation criteria are based on the duties outlined in Article 11.4.A, Article 11.4.B, and Article 16.4.A. Any duties outlined in those sections of the CBA but not explicitly stated in this document are nevertheless subject to evaluation. Please refer to the text of the CBA for details of those sections. Only those duties from Article 11.4.B which have been explicitly assigned in letters of appointment are subject to evaluation.

### **Command of the Subject Matter and Pedagogical Methods**

- The instructor demonstrates knowledge of subject matter that is comprehensive, up-to-date, and free of significant error, leading to continual innovation and excellence in teaching.
- The instructor's teaching methodology reflects the state of the discipline and the program's curriculum, leading to continual innovation and excellence in teaching.
- The instructor engages in intentional pedagogical development activities that result in improved instructional practices and learning outcomes for students.

### **Course Design and Materials (if course is designed by instructor)**

- The course design is consistent with the assigned course and the title on the syllabus matches the title in the Course Schedule of the Office of the University Registrar.
- The course design reflects the current state of the discipline and aligns with the pedagogical approach and curricular goals of the parenting program, resulting in a clear and detailed syllabus which contains all relevant information about course activities, assignments, assessments, and expectations.
- Learning goals are well defined, engaging, and relevant; and are clearly communicated in the syllabus, course materials, and in classroom instruction.
- Course and lesson design, teaching materials (e.g. syllabus, textbook, assignments, readings, website, lesson plans, etc.), and assignments and assessments reflect the current state of the discipline and facilitate effective learning as well as the achievement of course goals.

### **Assessment Practices**

- Modes of assessment align with course goals, demonstrate pedagogical reflection, and are described clearly in the syllabus and/or on the course Canvas site or blog.
- Assessments are appropriately timed throughout the term, with opportunity for feedback, practice, and improvement, leading to continual improvement of student learning.
- A variety of assessment formats allows for differential assessment of students' learning progress.
- Students receive constructive and timely communication about their progress, enabling corrective feedback and improvement of learning.

### **Interaction and Communication with Students**

- All correspondence with students is respectful, prompt, and professional.
- Avenues for student communication are clear and consistent, including maintaining regular office hours. Any changes to the syllabus, course schedule, expectations, etc. are communicated in a clear and timely manner.
- The instructor is sensitive to the learning needs of all students in and outside of the classroom.
- Classroom communication is clear and effective, and classroom management is fair, inclusive and appropriate.
- The instructor facilitates an inclusive learning environment that reflects the diversity of our students.

**Interaction with Colleagues and Peers**

- All communication with colleagues, supervisors and academic and administrative staff is timely and professional.
- The instructor adheres to all relevant University policies, procedures, and deadlines (e.g., Title IX, Registrar, Human Resources, etc.), including submitting grades on time.

**Interaction with Teaching Assistants (where applicable)**

- The instructor provides effective guidance and instruction for teaching assistants to supplement learning goals effectively.
- The instructor effectively mentors and assists with pedagogical development of teaching assistants as part of their graduate training.

**Professional Development (Proficiency and growth in the subject field and in teaching methods)**

- One ninth of effort is devoted to demonstrable professional development activities.
- The instructor clearly articulates how professional development activities contribute to teaching effectiveness and/or command of subject matter.
- Professional development activities lead to improvement in subject matter expertise and instructional practices, resulting in—most importantly—enhanced learning outcomes and consistent and continual professional growth.