

## **APPENDIX C-2**

### **CRITERIA FOR THE EVALUATION OF THE FACULTY**

#### **A. TEACHING PERFORMANCE**

Effective teaching has many manifestations. In addition to well planned, meaningful lectures and demonstrations, it includes the total range of faculty-student relationship through which learning is achieved. In evaluating teaching performance, consideration should be given to a number of items. These include, but are not limited to the following:

1. Conducting classes, seminars and other group discussions. Competence in this area is related to one's preparation for his/her subject and his/her continuous growth through study and productive scholarship in his/her field. It includes evidence of the ability to organize the general program or course, the ability to make appropriate assignments, and evidence of the ability of the faculty member to evaluate student achievement.
2. Developing productive relations with students, individually and in groups. Consider the extent to which the faculty member works with students in extra-class activities and makes himself available for counseling.
3. Developing or securing and using adequate teaching aids. These include up-to-date course outlines, syllabi, supplementary textbooks, demonstration kits, laboratory equipment, films, charts, filmstrips and other aids to reinforce learning.

#### **B. RESEARCH PERFORMANCE AND PROFESSIONAL GROWTH**

The nature and value of research and professional activity vary according to the academic fields or disciplines. For this reason, each distinct subdivision of the University should adapt this section of the criteria to its purpose and use. In undertaking a general assessment of Research Performance and Professional Growth:

1. Consideration should be given to scholarship as indicated by (1) the ability to secure grants for research, (2) published research articles, and (3) evidence of other creative activity of high quality and significance. In certain fields such as art, architecture, music, drama and literature, creative activity should receive consideration equivalent to distinction attained in research associated with the natural and social sciences. In evaluating artistic works, originality, scope, richness, and depth of creative expression should be considered.
2. Consideration should be given to professional growth and activity as evidenced through (1) advanced study in a specific field in a regionally accredited institution, (2) citations received for scholarly achievement, (3) membership and participation in professional organizations, and (4) travel for professional improvement.

3. Recognition should be given to the research contribution made by the faculty member as an individual or as a member of a group. The supervision of research conducted by graduate students should be considered. Publications and other completed creative work may be regarded as the primary source of evidence. However, a faculty member's total research program should be recognized also.

### **C. SERVICE TO THE UNIVERSITY**

The faculty has an important role to play in formulating policies and administering the program of the University. In evaluating one's service to the University:

1. Recognition should be given to persons who have made outstanding contributions to the University participating regularly, effectively and imaginatively in University governance and the formulation of department, school and University policies. Consider evidence of participation on committees and special administrative assignments.
2. Consideration should be given to the faculty member's sense of responsibility and reliability as evidenced by the execution of assigned tasks on time. These include meeting classes on time, accepting departmental assignments, keeping accurate records and preparing reports.

It should be remembered that this descriptive statement is not intended to be a complete or comprehensive guide to cover all types of evidence to be considered under the criteria.