Major and Continuing Renewal Review Standards for LEO Faculty
School of Education and Human Services, 2015-2016

Major and Continuing Renewal Reviews are scheduled according to the current LEO contract and has as its purpose to renew the lecturer contract. In the case of successful first major reviews the lecturer is promoted to Lecturer II or IV accordingly.

In keeping with the three pillars of the University mission statement, the School seeks lecturers who are engaged in the success of students and in the academic community. In the School of Education and Human Services categories of lecturers’ performance are:

Effectiveness in teaching and facilitation of student learning

and, for Lecturers III and IV,

Meaningful service to the department, school, and/or community

The categories of lecturers performance noted above and described below represent two separate thresholds of achievement. Each threshold, where appropriate, must be achieved in order for the department to make a favorable recommendation regarding contract renewal.

Individual lecturers and their departments or programs are responsible for keeping complete records of evidence relating to these categories. At the time of a Major or Continuing Renewal Review, lecturers will submit teaching and service statements and supporting documents in a review notebook. Please see the Major and Continuing Renewal Review Process and Guidelines document on the SEHS website for additional information.

This document sets forth common, guiding principles and accepted practices and standards of the School of Education and Human Services.

Effectiveness in teaching and facilitation of student learning.

The School has been consistent in placing the strongest emphasis on effective teaching and facilitation of student learning. This focus is embodied in the University mission statement’s pillars of “excellence in teaching [and] learning,” and “student-centeredness.” A successful review requires a record of pedagogical reflection and development, involvement with students, and conspicuous competence in one’s teaching areas. Quality teaching and facilitation of student learning should be documented by multiple measures, including those that demonstrate effectiveness beyond the classroom.

In order to provide a well-rounded picture of the lecturer as a teacher, the teaching statement and supporting documentation should address the following:

• Approach to teaching and learning. Such as type of classes taught, role of classes in the curriculum, instructional techniques, approach to subject matter, assessment, course design and planning, interaction with students, new course development, use of technology and other tools to enhance
learning, revisions, innovations.

- Student evaluations. Inclusion of and reflection on evaluations for all courses taught during the review period including all numerical scores and written comments. A Course Evaluations Summary form (available on the SEHS website) must be included.
- Classroom observations. Inclusion of and reflection on evaluations by faculty colleagues, conducted over a period of time.
- Course syllabi. In cases where a course has been taught multiple times, candidates may include the most recent syllabi for the course.
- Other course documentation that supports the self-analysis on teaching. This might include assignments, tests, handouts, webpages, and/or projects.
- Other documentation of teaching performance. This might include discussion of advising responsibilities, pedagogical conferences and workshops attended, contributions to academic assessment in the department, program development, and supervision of student projects, internships, research or theses. Additional materials that testify to effective teaching and learning are welcome. All documents should be used selectively.

The School believes that effective teaching and facilitation of learning involve much more than the classroom persona. Teaching and student learning are complex matters. It is the School’s view that multiple means of assessment help present a fuller picture of a well-rounded, engaged, thoughtful teacher committed to student learning. If at any time lecturers have questions about what it is appropriate to include in a teaching and learning portfolio, they are strongly encouraged to consult with the Dean’s Assistant.

Meaningful service to the department, school, and/or community

Lecturers III and IV are expected to function as academic citizens, providing meaningful, high quality, engaged service to the institution. This often takes the form of work on Department, School or University committees, task forces or planning groups among others. Engaged service to the community may include activities provided by reason of the pedagogical, scholarly or creative expertise of the lecturer. Finally, engaged service may also include participation and leadership in professional associations. The appropriateness of the individual’s service activities depends upon the candidate’s discipline, skills, aptitudes, and interests.

For a successful review lecturers must establish a record of effective, high quality, productive service in the university. Lecturers are expected to be visible, participating members of the Department, School, and University. Service to the community and profession complement and support university service, but do not define it. The following are examples of quality service that can be presented as part of the review package.

- Evidence of productive and active participation in department or program life, meetings, events, committees, activities, projects assigned to the lecturer.
- Evidence of active participation in school or university committees or activities.
- Evidence of involvement in community and/or professional organizations.