Lecturer’s Intermittent Review Notebook Guidelines  
School of Education and Human Services

Intermittent Reviews cover work at the university since the point of hire OR since a prior Intermittent Review. The positive result of an Intermittent Review is a renewal or extension of your contract with the University, while a poor Intermittent Review can result in termination or remediation. Thus, accuracy, completeness, and a clear, organized presentation of materials are essential. See the Major and Continuing Renewal Review STANDARDS and PROCESS AND GUIDELINES documents on the SEHS website for more information. See the REVIEW COMMITTEE ANALYSIS FORM for the areas that will be considered in this review. Please prepare your notebook, covering the entire review period, according to the following format.

I. Table of contents. Indicating the broad divisions of the notebook as separated by tabs.

II. Chair Statement. Signed and dated.

III. Teaching Statement and Reflection. Comment on your teaching performance during this review period, including your thoughts on:
   a. your approach to and beliefs regarding teaching and learning
   b. your reflection on course materials and documentation (e.g. approach to subject matter, assessment, course design and planning, interaction with students)
   c. your reflection on student course evaluations and classroom observations and how they have affected your approach to teaching
   d. your reflection on a broader picture of who you have become as a teacher over the period covered in this review; may include plans for future development

IV. Service Statement and Reflection. (Lecturer III/IV only.) Comment on your service contribution during this review period, including your thoughts on:
   a. the significance of your contribution to enhance the functions of the department, school and/or university;
   b. the significance of your contribution to the improvement of the local community and/or your professional community;
   c. your own expectations for service activities in the coming years.

V. Annual Reports. (narratives submitted since you were hired or since your last Intermittent Review).

VI. Interim Review Narrative and Chair’s response (if this is the first Intermittent Review)

VII. Attachments:
   a. List of courses taught. List per semester in reverse chronological order. Include semester, section number and enrollments.
   b. Course Evaluations Summary Form (on SEHS website; Filled out by the lecturer in an ongoing basis)
   c. Course evaluations. For all courses taught. Include all numerical ratings and comments.
   d. Classroom observations. At least two class observations from two different years.
   e. Course Syllabi. For all different courses taught. Include only the most recent example of each. Development of course syllabi will vary by individual and discipline, but all should include a course description and plan, learning outcomes and means by which student work will be assessed.
   f. Other course documentation. Include samples of most relevant documents that support the narrative of your Teaching Statement and Reflection. This might include assignments, tests, handouts and/or projects.
   g. List of Service activities. Include description of responsibilities and contribution. List by categories: Departmental, School, University, and Community (include local and professional)
   h. Vita

July 2014