The University of Texas Rio Grande Valley

College of Education and P-16 Integration
Department of Bilingual and Literacy Studies
Criteria for Faculty Reviews

The purpose of the faculty review process is to provide guidance for continued professional growth throughout a faculty member's career. The departmental faculty review criteria described in the tables below are used for tenure, promotion, post-tenure review, and annual review processes. This document contains criteria for tenure track faculty, tenured faculty, professors in practice, and full time lecturers on three year appointments. The criteria listed in the first column of each table below must be met; the indicators listed under each rank show possible ways these criteria may be met.

All faculty review work and departmental criteria should be governed by the following university and college policies:

- H.O.P. ADM 06-502 Annual Faculty Evaluation
- H.O.P. ADM 06-505 Faculty Tenure and Promotion
- H.O.P. ADM 6-504 Post Tenure Review
- UTRGV Guidelines for Review, Reappointment, and Promotion of Full-time Lecturers, Professors in Practice and Clinical Faculty
- College of Education and P-16 Integration Criteria for Establishing Departmental Tenure and Promotion Criteria
- Faculty Peer Observation for Teaching Guidelines (found on the Provost's Faculty Resources website)
- Selection of External Reviewers Guidelines (found on the Provost's Faculty Resources website)
- Pathways for Review Deadlines (found on the Provost's Faculty Resources website)

The criteria in the tables below apply to tenure and promotion, post-tenure review, and annual review. Tenure and promotion and post-tenure reviews are cumulative; the review committee will evaluate the faculty member's performance for the entire time span since initial hiring or last review. Annual reviews evaluate the faculty member's performance over one academic year. Along with the required documentation listed in the H.O.P. policy for Annual Faculty Evaluation, faculty will provide a narrative detailing quality and significance of their work.

In the annual review process, faculty will be ranked in the following categories (per HOP Policy ADM06-502):

- Unsatisfactory: Failing to meet expectations for the department, rank or contractual obligations in a manner that reflects disregard of previous advice or other efforts to provide remediation or assistance, or involves *prima facie* professional misconduct, dereliction of duty, or incompetence.
- Does not meet expectations: Indicates a failure beyond what can be considered the normal range of year-to-year variation in performance, but of a character that appears subject to correction.
- Meets expectations: Reflects accomplishments commensurate with what is normal for UTRGV, the discipline, department, faculty rank, or any contractual obligations.
- Exceeds expectations: Reflects a clear and significant level of accomplishment beyond what is normal for UTRGV, the discipline, department, faculty rank, or any contractual obligations as defined by the unit.

All reviews will be completed per the timelines established in the Pathways for Review Deadlines document, which can be found on the Provost's Faculty Resources website.

All faculty members are expected to comply with university, college, and departmental requirements, rules and policies to be considered as making satisfactory progress.

Faculty members appointed to part-time administrative positions will be reviewed, with appropriate consideration given to the demands of administrative assignments and their impact on the level of research activity, courses taught, and the extent of service contributions.

All faculty will be evaluated with these criteria effective September 1, 2017, with appropriate consideration given to candidates for tenure, promotion, or post-tenure review who completed part of the time period under review at a legacy institution (University of Texas at Brownsville or University of Texas-Pan American).

Expectations and Review Criteria for Tenure Track and Tenured Professors

In the table below, expectations for each rank are listed under the appropriate column. To continue in good standing, faculty members are expected to meet the criteria listed under the rank. The criteria are reflective of a rating of meets expectations.

Faculty who are going up for tenure and/or promotion are expected to have external reviews as established by the H.O.P. policy ADM 6-505 and the Selection of External Reviewers Guidelines found on the Provost's Faculty Resources website.

All faculty are required to have peer evaluations as per departmental, college and university guidelines.

For promotion to the next level, the candidate needs to show a consistent trajectory of achievement and of growth throughout the time period under review. Evidence needs to be shown that the candidate will be able to meet the expectations for the next level.

TEACHING				
Criteria	Assistant Professor	Associate Professor	Professor	Post-Tenure Review
Faculty are expected to attend to the unique pedagogical implications of instructing P-16 learners in the Rio Grande Valley, including a specific focus on the characteristics of learners in the Rio Grande Valley such as P-16 bilingual and multilingual learners, children in poverty, immigrant and migrant families, etc. This should be addressed in all categories of teaching.				
Pedagogical Self-Analysis of Teaching	Evidence of critical reflection of own teaching; which includes self-critique on **adjusting and attempts to improve** practice of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of	Evidence of critical reflection of own teaching; which include self-critique on **ongoing improvement** of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation,	Evidence of critical reflection of own teaching; which include self-critique on **ongoing improvement** of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation,	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.

	the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice, multilingualism, and/or multiliteracies.	appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.	appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.	
Professional Growth and Development	Evidence linking one's teaching to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley.	Evidence that one's teaching is linked to current literature and best practices for diverse learners including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as researching your own practice, articulating the connections between	Evidence that one's teaching is linked to current literature and best practices for diverse learners including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as researching your own practice, articulating the connections between	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.

		your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars.	your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars. Evidence of **sharing information & expertise**.	
Professional Mentoring and Collaboration	Collaborative activity with others to **improve teaching is developed**. This might include work with other departmental and university faculty, community organizations, school districts, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. **Development** of mentoring and /or advisement and/or supervising activities with undergraduates and/or graduates.	**Consistent engagement** in collaborative activity with others to improve teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Mentoring and/or advisement, and/or supervising activities with undergraduates	**Sustained engagement in** collaborative engagement with others in research-based teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Mentoring and/or advisement, and/or supervising activities with undergraduates	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.

		and/or graduates are **evident**.	and/or graduates are **evident**. M**entors faculty** in teaching, advising, and/or supervision.	
Instruction and Curriculum Development	Evidence of **emerging** development of curriculum and pedagogy, taking into consideration a variety of instructional and curricular designs. For example: a) alignment to program Student Learning Outcomes; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects	Evidence of **on-going** development of curriculum taking into consideration a variety of instructional and curricular approaches. For example: a) alignment to Student Learning Outcome; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.	Evidence of **proficiency** in the development of curriculum taking into consideration a variety of instructional and curricular approaches. For example: a) alignment to Student Learning Outcome; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.

	instructional and curriculum development.			
Self-Selection Teaching Efficacy	Include any other information for consideration to the teaching criteria.			

RESEARCH AND SCHOLARLY WORK				
	Assistant Professor	Associate Professor	Professor	Post-Tenure Review
Developing an Academic Identity and Engaging in a Research Agenda	**Begin to develop** an academic identity and a research agenda by engaging individually and/or collaboratively in focused research and scholarly work that contributes to the field. Faculty members are recommended to align research with the mission of the University and the College. Candidates are encouraged to **begin to engage** in research that promotes collaboration regularly and in significant ways with local education agencies and/or relevant stakeholders (e.g.	**Have an established** academic identity and a research agenda. Develop a national presence and engage individually and/or collaboratively in focused research and scholarly work that contributes to the field. Faculty members are recommended to align research with the mission of the University and the College. Candidates are encouraged to **engage** in research that promotes collaboration regularly and in significant ways with local education agencies and/or relevant stakeholders (e.g.	**Have an established** academic identity and a research agenda with a national presence. Engage individually and/or collaboratively in focused research and scholarly work that contributes to the field. Take leadership roles in collaborative scholarly work and/or mentor other researchers. Faculty members are recommended to align research with the mission of the University and the College. Candidates are encouraged to **engage** in research that promotes collaboration regularly	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.

	universities, schools, families, communities, foundations, businesses, museums, etc.) to improve teaching, research, student learning, and social justice. Demonstrate initiative in learning the grant-writing process and pursuing research funding.	universities, schools, families, communities, foundations, businesses, museums, etc.) to improve teaching, research, student learning, and social justice. Pursue funding through internal and external grant-writing.	and in significant ways with local education agencies and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc...) to improve teaching, research, student learning, and social justice. Pursue funding through internal and external grant-writing.	
Dissemination of Scholarly Research	Disseminate scholarly work in professional peer-reviewed journals that contribute to the field and through national/international peer-reviewed conference presentations. **Begin to develop** a scholarly presence in the field through a variety of academic and practitioner outlets such	Consistent dissemination of scholarly work in professional peer-reviewed journals that contribute to the field and through national/international peer-reviewed conference presentations. Show how your scholarly work has influenced the field. **Sustain** a scholarly presence in the field	Clear, consistent, and sustained record of disseminating scholarly work in professional peer-reviewed journals that contribute to the field and through national/international peer-reviewed conference presentations. Serves in leadership roles in the dissemination of scholarly work. Show how your scholarly work influenced the field.	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.

	as newsletters, academic reports, journal articles, book chapters, software, books or other creative outlets. Scholarship is exchanged **with professional communities.** For example, presentations to department, college, or local stakeholders and professional conferences or meetings (local, state, regional, national/international).	through a variety of academic and practitioner outlets such as newsletters, academic reports, journal articles, book chapters, software, books, editing scholarly books or other creative outlets. Scholarship is exchanged **with professional communities.** For example, presentations to department, college, or local stakeholders and professional conferences or meetings (local, state, regional, national/international).	**Sustain** a scholarly presence and take leadership roles in the field through a variety of academic and practitioner outlets as newsletters, academic reports, journal articles, book chapters, software, books, editing scholarly books, and other creative outlets. Scholarship is exchanged **with professional communities.** For example, organizing or leading presentations to department, college, or local stakeholders and professional conferences or meetings (local, state, regional, national/international).	
Self-Selection of Research and Scholarly Work	Include any other information for consideration to the Research and Scholarly Work		

PROFESSIONAL SERVICE				
	Assistant Professor	Associate Professor	Professor	Post-Tenure Review
Departmental, College or University	**Serves** on program, department, college and/or university committees as appropriate in limited amounts. First year Assistant Professors are not expected to do service. Service activities should increase slowly over the continuing years on tenure-track.	**Serves** on program, department, college and/or university committees and assumes leadership roles where appropriate. This may include sponsoring or advising student organizations or projects.	**Makes sustained contributions** as a leader, coordinator, initiator, or mentor in major committees or task forces for program, department, college, or university. This may include sponsoring or advising student organizations or projects. **Mentors** students and colleagues in pursuit of service opportunities.	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.
P-16 Educational Activities	Demonstrates **initiative and emergent leadership** in collaborative partnerships with area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc…)	Demonstrates **leadership in service contributions** to area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc…)	**Sustains leadership** in service contributions to area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc…)	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.
Professional Service: Local,	**Initiates involvement** in professional organizations; providing	**Consistent evidence of involvement** in professional	**Sustained evidence of involvement and leadership** in	The candidate must demonstrate continued

State, Regional, National and/or International Level	services at the local, state, regional, national and/or international level in areas of expertise and assignment. For example, activities may include: Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities. Serving on committees for professional organizations related to the field Serving on a Board of Advisors for organizations related to the field. Advancing public advocacy and social justice through community forums	organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment. For example, activities may include: Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities. Serves as a reviewer or editor of professional publications. Serving on committees for professional organizations related to the field Serving on a Board of Advisors for organizations related to the field.	professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment that have a significant impact on teaching, learning, scholarship. For example, activities may include: Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities. Serves as a reviewer or editor of professional publications. Serving on committees for professional organizations related to the field	achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.

	and/or work with local, state, and national policy makers. Serves as Grant proposal reviewer at the local or state level.	Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers. Initiates development of external funding and/or research proposals.	Serving on a Board of Advisors for organizations related to the field. Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers. Mentors colleagues, students and practicing professionals in research and creative activity.	
Self-Selection of Professional Service	Include any other information for consideration to the Professional Service Criteria			

Expectations and Review Criteria for Professors in Practice

All faculty are required to have peer evaluations as per departmental, college and university guidelines.

TEACHING			
	Assistant Professor in Practice	**Associate Professor in Practice**	**Professor in Practice**
Pedagogical Self-Analysis of Teaching	Evidence of critical reflection of own teaching; which include self-critique on **adjusting and attempts to improve** practice of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice, multilingualism, and/or multiliteracies.	Evidence of critical reflection of own teaching; which include self-critique on **ongoing improvement** of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.	Evidence of **sustained** critical reflection of own teaching; which include self-critique on **ongoing improvement** of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.

Professional Growth and Development	Evidence linking one's teaching to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley.	Evidence that one's teaching is linked to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as researching your own practice, articulating the connections between your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars.	Evidence that one's teaching is linked to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as researching your own practice, articulating the connections between your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars. Evidence of **sharing information & expertise**.
Professional Mentoring and Collaboration	Collaborative activity with others to **improve teaching is developed**. This might include work with other departmental and university faculty, community organizations, school districts, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc.

Development of mentoring and /or advisement and/or supervising activities with | **Consistent engagement** in collaborative activity with others to improve teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc.

Mentoring and/or advisement, and/or supervising activities with undergraduates and/or graduates are **evident**. | **Sustained engagement in** collaborative engagement with others in research-based teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc.

Mentoring and/or advisement, and/or supervising activities with |

	undergraduates and/or graduates.		undergraduates and/or graduates are **evident**. M**entors faculty** in teaching, advising, and/or supervision.
Instruction and Curriculum Development	Evidence of **emerging** development of curriculum and pedagogy, taking into consideration a variety of instructional and curricular designs. For example: a) alignment to program Student Learning Outcomes; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.	Evidence of **on-going** development of curriculum taking into consideration a variety of instructional and curricular approaches. For example: a) alignment to Student Learning Outcome; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.	Evidence of **proficiency** in the development of curriculum taking into consideration a variety of instructional and curricular approaches. For example: a) alignment to Student Learning Outcome; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.
Self-Selection Teaching Efficacy	Include any other information for consideration to the teaching criteria.		

PROFESSIONAL SERVICE		
	Assistant Professor in Practice	**Associate Professor in Practice**	**Professor in Practice**
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Departmental, College or University	**Serves** on program, department, college and/or university committees as appropriate in limited amounts.	**Serves** on program, department, college and/or university committees and assumes leadership roles where appropriate. This may include sponsoring or advising student organizations or projects.	**Makes sustained contributions** as a leader, coordinator, initiator, or mentor in major committees or task forces for program, department, college, or university. This may include sponsoring or advising student organizations or projects. **Mentors** students and colleagues in pursuit of service opportunities.
P-16 Educational Activities	Demonstrates **initiative and emergent leadership** in collaborative partnerships with area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc…)	Demonstrates **leadership in service contributions** to area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc…)	**Sustains leadership** in service contributions to area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc…)
Professional Service: Local, State, Regional, National and/or International Level	**Initiates involvement** in appropriate professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment. For example, activities may include:	**Consistent evidence of involvement** in appropriate professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment. For example, activities may include:	**Sustained evidence of involvement and leadership** in appropriate professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment that have a significant impact on teaching, learning, scholarship.

Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities. Serving on committees for professional organizations related to the field Serving on a Board of Advisors for organizations related to the field. Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers. Serves as Grant proposal reviewer at the local or state level.	Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities. Serves as a reviewer or editor of professional publications. Serving on committees for professional organizations related to the field Serving on a Board of Advisors for organizations related to the field. Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers. Initiates development of external funding and/or research proposals.	For example, activities may include: Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities. Serves as a reviewer or editor of professional publications. Serving on committees for professional organizations related to the field Serving on a Board of Advisors for organizations related to the field. Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers. Mentors colleagues, students and practicing professionals in research and creative activity.

SCHOLARSHIP AND RESEARCH			
	Assistant Professor in Practice	**Associate Professor in Practice**	**Professor in Practice**
Advancement of Scholarship and Research	While research & other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of activity and it directly enhances his or her teaching and/or community service, then the BLS strongly affirms that this activity should be considered when making decisions of both promotion and annual review		

Expectations and Review Criteria for Three Year Lecturers

All three year lecturers are required to have peer evaluations as per departmental, college and university guidelines.

TEACHING				
	Lecturer I	**Lecturer II**	**Lecturer III**	**Senior Lecturer**
Pedagogical Self-Analysis of Teaching	Develops collaborative activity with faculty to improve teaching, advising, and/or supervision. Evidence of effective development and redevelopment of course syllabi. Evidence of effective teaching ability in one or more teaching	Evidence of engaged collaborative activity with faculty to improve teaching, advising, and/or supervision. Evidence of effective development and redevelopment of course syllabi. Evidence of sustained highly effective	Evidence of consistent collaborative and leadership activity with faculty to improve teaching, advising, and/or supervision Evidence of effective leadership in development and redevelopment of course syllabi	Consistent collaborative and leadership/mentoring activity with faculty to improve teaching, advising, and/or supervision Evidence of effective leadership and mentoring in development and redevelopment of course syllabi.

	contexts (i.e., face to face, hybrid, online). Evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; emerging evidence of reflection on student evaluation responses, both quantitative and qualitative. Evidence of effectively using standard instructional technology tools	teaching in multiple teaching contexts (i.e., face to face, hybrid, online). Evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; evidence of reflection on student evaluation responses, both quantitative and qualitative. Evidence of effectively using standard instructional technology tools	Evidence of sustained highly effective teaching in multiple teaching contexts (i.e., face to face, hybrid, online). Consistent evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; evidence of reflection on student evaluation responses, both quantitative and qualitative. Evidence of effectively using standard instructional technology tools	Evidence of sustained highly effective teaching in multiple teaching contexts (i.e., face to face, hybrid, online). Sustained evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; evidence of reflection on student evaluation responses, both quantitative and qualitative. Evidence of effectively using standard instructional technology tools
Instruction and Curriculum Development	Evidence of adjusting practice based upon self-reflection,	Evidence of adjusting practice based upon self-reflection,	Reflective self-critique shows a consistent history of making	Clear consistent evidence of adjusting practice based upon

	reflection on peer feedback, and analysis of qualitative and quantitative student evaluation. Emerging evidence of linking teaching and supervision (if applicable) to current literature Positive yearly peer evaluations.	reflection on peer feedback, and analysis of qualitative and quantitative student evaluation. Evidence of linking teaching and supervision (if applicable) to current literature. Positive yearly peer evaluations.	adjustments in course content, assessments, mentoring, and supervision (if applicable) to better serve candidate learning of content. Consistent evidence of linking teaching and supervision (if applicable) to current literature. Positive yearly peer evaluations.	self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation. Clear consistent evidence that current literature is used to improve teaching, supervision (if applicable), and revision of course content. Positive yearly peer evaluations.
Professional Growth and Development	Begin to engage in professional development (e.g., attendance at workshops, seminars, conferences, etc.). Evidence of professional development and use of technology in the classroom	Evidence of consistent engaged professional development (e.g., attendance at workshops, seminars, conferences, etc.) and evidence of application to classroom teaching and assessment. Begin to develop collaborative activity with faculty to	Evidence of consistent engaged professional development (e.g., attendance at workshops, seminars, conferences, etc.) and evidence of application to classroom teaching and assessment. Evidence of engaged collaborative activity with faculty to	Clear sustained evidence of attending and presenting at professional development (e.g., workshops, seminars, conferences, etc.) and clear explicit connection to classroom teaching and assessment.

	improve teaching, advising, and/or supervision. Continuing professional development and use of technology in the classroom	improve teaching, advising, and/or supervision Continuing professional development and use of technology in the classroom; mentoring other faculty in the use of educational technology for teaching.	Clear sustained evidence of collaborative activity with faculty to improve teaching, advising, and/or supervision Continuing professional development and use of technology in the classroom; mentoring other faculty in the use of educational technology for teaching.
SCHOLARSHIP			
	Lecturer I	**Lecturer II**	**Lecturer III**	**Senior Lecturer**
Advancement of Scholarship and Research	While research & other creative works are beyond the position scope of Three Year Lecturers, if a Three Year Lecturer engages in this type of activity and it directly enhances his or her teaching and/or community service, then the BLS strongly affirms that this activity should be considered when making decisions of both promotion and annual review		
SERVICE			
	Lecturer I	**Lecturer II**	**Lecturer III**	**Senior Lecturer**
Departmental, College or University	Serves on Departmental committees as appropriate.	Collaborates with colleagues on departmental initiatives. Serves on Departmental	Collaborates with colleagues and takes leadership roles on departmental initiatives.	Collaborates with colleagues and takes leadership roles on departmental initiatives.

		committees as appropriate.	Serves on Departmental committees as appropriate.	Serves on Departmental committees as appropriate, often in leadership capacities.
Professional Service: Local, State, Regional, National and/or International Level	Emerging involvement in appropriate professional organizations	Involvement in appropriate professional organizations	Consistent involvement in appropriate professional organizations	Sustained involvement in appropriate professional organizations