

Department of Geography and Geology  
Dec. 6, 2016

**Teaching Professorship Expectations and Evaluation**

Teaching professorships, including Assistant, Associate and full Professors, were created to enable the finest in teaching, learning and pedagogy without the demands of time that research requires. Whereas typically persons in the traditional academic ranks are evaluated on the basis of research, teaching and service, persons in the teaching professorship are evaluated on the basis of teaching and service only. At USM, the tradition has been to weight the three pursuits in the order of research, teaching and service. The teaching professor duties must be weighted differently. The Department of Geography and Geology considers a weighting proportion of 80% teaching and 20% service to be optimum proportions of time for these positions.

Consistent with USM and the College of Science and Technology expectations, the teaching faculty will usually teach 12 hours per semester if teaching undergraduate courses and 6 semester hours if teaching graduate courses for both fall and spring semesters.

Each teaching faculty member is expected to present:

a well structured course content with clear and detailed learning outcomes that

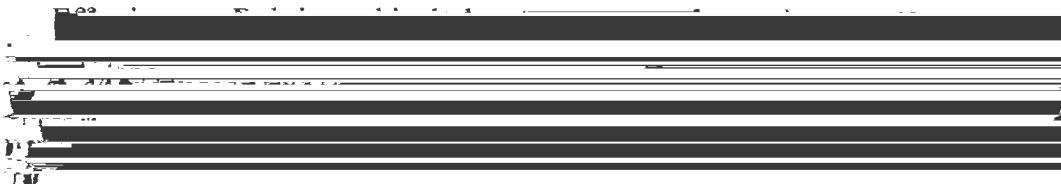
- Expansion of teaching methodologies to include electronic and alternative delivery formats.
- Development of courses with clear evidence of pedagogical design, such as *Understanding by Design* (Wiggins and McTighe, 2005).
- Development of teaching materials for both lecture and laboratory courses that are of potential use by other faculty and for general use.
- Evaluation of quality teaching as evidenced by:
  - Maintaining a teaching portfolio to include - sample tests, sample exercises, and examples of articles required as reading by class.
  - Annual evaluation by students (using SOAR on-line university process) of lecture and laboratory courses. Satisfactory quality in teaching/survey categories (especially #s 2, 4, 6, 7, 8, 10, 12, 15, and 18) should achieve a ranking of at least

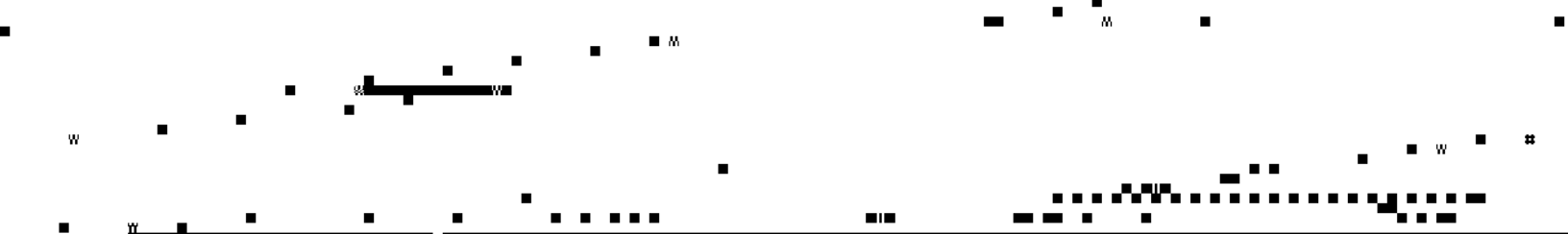
3.5 out of 5 among all university instructors.

- Outcome of student-oriented research, including publication, presentations, and awards.
- Peer evaluation of class lectures obtained from syllabi, and if possible, using an active observation format with techniques such as video taping with comments from university instructional methods consultants. Satisfactory quality of instruction should be determined by standards as assessed in a Teaching Effectiveness Rubric, and includes components of course planning, instruction and assessment.
- Creation of/and offering courses which meet the mission of the department.

**Teaching: Expectations for Promotion to Teaching Professor**

- Having taught undergraduate and/or graduate students for at least ten years
- Participation in undergraduate and/or graduate course development to meet the mission of the department and evolving needs of the student/major





# Teaching Effectiveness Rubric

Department of Geography and Geology

---

Instructor Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4 - Highly Effective	3 - Effective	2 - Improvement Necessary	1 - Does Not Meet Standards	Weighting Factor
Planning	Has a detailed plan for the semester. Lessons have	Plans the semester. Has done some	Has done some	Lessons have	
Standards and	of instruction for	so students will	thinking about	little direct	
Outcomes	the semester that is	most the learning	how to cover	alignment	

Planning Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interests and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.	
Teaching Expectations	Exudes high expectations, urgency, and determination that	Conveys to students: This is important, you can do it and I'll not	Tells students that the subject matter is important and they need to work	Gives up on some students as hopeless.	

Teaching Goals

all students will master the material. going to give up on you. hard.

Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them. Gives students a clear sense of purpose by posting the unit's essential questions and the lesson goals. Tells students the main learning objective of each lesson.

Teaching Connections

students in units and lessons by activating knowledge. Activates students' prior knowledge and hooks their interest in each lesson and new successful in making subject interesting and relating it to Barely hooks students' interests or makes connections to

Teaching Clarity

Presents material  
clearly and  
~~explicitly with well~~

Uses clear  
explanations,  
appropriate

Sometimes uses  
language and  
explanations that

Often presents  
material in a  
confusing way

Assessment

Works with

Promptly uses data

and vivid,  
appropriate

examples to

confusing, or

that is

