

**Faculty Performance Expectations**  
**PSYCHOLOGY**

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The acceptable level describes the minimum performance expected

## Teaching Performance Levels

Acceptable	Preferred	Exceptional
<p><b>Student evaluations</b> Rate instructor's teaching effectiveness "very good" or higher (see section 5.260)</p> <p><b>Classroom Instruction</b> Evidence of a commitment to improve instruction, such as</p> <ul style="list-style-type: none"> <li>○ Professional development activities that impacted instruction</li> <li>○ Work with colleagues that impacted instruction</li> </ul> <p>Evidence of effective practices, such as</p> <ul style="list-style-type: none"> <li>○ Reflection and self-improvement</li> <li>○ Engaging teaching methods</li> <li>○ Providing meaningful classroom experiences</li> </ul> <p><b>Curricular Development</b> Integrates courses into departmental programs, such as</p> <ul style="list-style-type: none"> <li>○ Effectively prepares students for subsequent courses</li> <li>○ Effectively builds on students prior learning</li> <li>○ Effectively addresses dept'l learning outcomes</li> </ul> <p><b>Departmental Needs</b> Cooperates with program faculty in meeting departmental loading needs</p>	<p><b>Student evaluations</b> Rate instructor's teaching effectiveness at or near "outstanding" (see section 5.260)</p> <p><b>Classroom Instruction</b> Evidence of a commitment to improve instruction (see acceptable column)</p>	

**Service Performance Levels**

<b>Acceptable</b>	<b>Preferred</b>	<b>Exceptional</b>
<b>Departmental Service</b>		

## **Scholarship Performance Levels**

**Acceptable**

