

Approved
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**4-YEAR REVIEW CRITERIA FOR LECTURERS IN THE DEPARTMENT OF
MATHEMATICS AND STATISTICS**

Full-time lecturers normally have a 90% teaching appointment, which translates to an assignment of 3 courses per semester. Usually the 3 courses will consist of some combination of 4-credit lower division courses and 3-credit upper-level courses. The remaining 10% of the workload shall be devoted to service and professional growth.

Satisfactory teaching and service is necessary and sufficient for a rating of *satisfactory*. Thus, for example, if teaching is unsatisfactory or service is absent, a rating of *below satisfactory* is warranted. On the other hand, if teaching is satisfactory and the normally expected service duties such as academic advising and committee participation are being competently fulfilled, a rating of *satisfactory* is warranted. A rating of *above satisfactory* is given if in addition, there is evidence of professional growth as defined below. Activity of an excellent or outstanding nature in any of the 3 areas (teaching, service, professional growth) would of course be noted to support an *above satisfactory* rating, but excellence is not necessary to achieve this rating.

Teaching

The peer committee will include in the review information obtained from student evaluations:

- Average scores from questions #4, 6, 9, 12 and 13.
- The number of positive, negative and neutral comments.
- A narrative summarizing student comments. This would be written by 2 members of the peer committee after each had read the comments.

Additional indicators of satisfactory (or better) teaching may include but need not be limited to:

- Reflections on teaching.
- Teaching innovations.
- Course development.
- Discussing teaching improvements with other instructors or teaching assistants.
- Having one's teaching and/or teaching material observed and critiqued by other faculty.
- Observing other instructors known to be excellent or innovative teachers.
- Participating in on- or off-campus seminars, conferences and other events devoted to quality teaching.

Based on the student evaluations and other indicators supplied by the candidate, such as those listed above, the peer committee will use its judgment to determine whether the teaching is satisfactory or unsatisfactory. If the latter, an explicit statement will be made to that effect, otherwise satisfactory teaching will be presumed.