

## **Addition to Section 632.3d Community-Based Service Learning** (Approved 6/16/2020)

### **632.3 d Direct Instructional Contributions; Effectiveness in Librarianship; Effectiveness in Counseling.**

1. The University Standard.

The University standard requires that the individual continue to make contributions to the instructional mission of the University. Instructional contributions are made primarily through teaching, and teaching effectiveness is an essential criterion for retention, for tenure, and for promotion to any rank. While no other contributions or service can substitute for effective teaching, activities that directly advance instruction in additional ways are also recognized as instructional contributions.

2. Teaching Effectiveness.

Teaching effectiveness refers to the instructor's success in providing learning experiences well designed to achieve the educational objectives of classroom instruction, student laboratories, and individual student projects, research, and field work. Evaluation of teaching effectiveness is based upon procedures established by the Department (see Section 612.5.2.c.(1)-(3)).

3. Faculty Activities.

Faculty who undertake activities that make substantial contributions to their courses beyond what is normally evaluated as teaching effectiveness, or who engage in activities that contribute to instruction beyond the limits of their classes, shall be given appropriate positive recognition.

Examples of such instructional contributions include, but are not limited to, the following: development of effective instructional materials, teaching strategies including service-learning or community-based learning, or other pedagogical improvements, especially when these are useful to other instructors and their students; dissemination (through workshops, seminars, conferences, or publications) of information, materials, or skills designed to sustain or improve teaching effectiveness; development and/or execution of programs designed to assist the teaching efforts of other faculty, for example, training programs for new faculty or teaching assistants;

development of unusually clear educational objectives and of the testing instruments to measure their achievement, when these are helpful to the Department or University.

As part of their personnel procedures, Departments may identify additional types of contributions that warrant special recognition for advancing their instructional efforts.