

Statement on Evidences of Activity in Instruction, Service, and Administration that are Appropriate for Use in Evaluation of Lecturers

College of Agriculture, Food and Environment
Department of Animal and Food Sciences
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Lecturers in the Department of Animal and Food Sciences are appointed and evaluated according to the policies described in University of Kentucky Administrative Regulation 2-9 (<https://www.uky.edu/regs/ar2-9>). Lecturers in this department generally have 12-month appointments and are evaluated using the same criteria as other faculty based upon a distribution of effort that includes teaching, service, and possibly administration. The relevant sections of the Statement on Evidences of Activity in Instruction, Research, Extension and Administration that are Appropriate for Use in Evaluation of Faculty that apply to Lecturers appear below. Additionally, tenured and tenure-eligible faculty members in Department of Animal and Food Sciences have established by majority vote the maximum number of Lecturer Series Faculty that may be employed as four (4).

Instruction

Performance of faculty members in instruction focuses on the development of effective course materials, lectures, assignments, alternative teaching methods, and on examinations that provide educational benefits to students. Courses should be content driven with measurable student learning outcomes clearly stated. Course content is expected to be up-to-date, applicable to the subject matter, and at the appropriate level. Course assessments such as examinations and assignments should reflect course materials and lectures, and evaluations based on those materials should be returned to students within a reasonable period. Instructors are expected to be available to assist students outside of the classroom and to follow all University rules and policies concerning student rights.

End of term Course and Teaching Evaluations by students should generally reflect a positive learning environment, but not be the primary factor in evaluating instruction. The entire teaching portfolio (which includes numerical course evaluations as a part) should be used as the primary tool to evaluate teaching. In addition to the required elements of the teaching portfolio (described in Appendix 1 to AR 3.10, <https://www.uky.edu/regs/ar3-10>), instructors are encouraged to include student learning goals for each course, descriptions of instructional methods/practices (e.g., assignments, activities) implemented to further student understanding for each learning goal, and methods for evaluating student learning outcomes for each goal.

Other suggested items to include in the teaching portfolio include evidences of instructional methods/practices and assessment mechanisms such as samples of course materials and novel instructional methods, formative course observations/feedback, peer reviews, teaching awards, numerical ratings, courses taught, new course development, student advising, student mentoring/advising, mentoring of undergraduate research projects, teaching workshops and professional meetings, student organizations, and student recruitment.

Senior Lecturers are expected to demonstrate excellence on matters related to pedagogy (course design, instructional methods/practices, evaluating learning outcomes) student advising, student mentoring, academic program development, and recruitment of students.

Service:

Performance of faculty in service is evidenced by activities that assist the department, college, university, profession, and clientele groups in achieving desired goals and objectives. Examples include serving on department, college, university, or professional organization committees, serving as an officer in college, university, or professional organizations, editorships, participating as a journal, project, or grant proposal reviewer, service on clientele boards, and other outreach activities not associated with teaching, research or extension.

Administration:

Faculty members who do not hold formal administrative positions (e.g., Department Chair), may nevertheless, from time to time, be tasked with departmental, college or university administrative duties that are reflected in the formal distribution of effort (DOE). Examples of such duties include, but are not limited to, administrative service as Director of Undergraduate Studies (DUS), Undergraduate Curriculum Assessment Coordinator (UCAC), Director of Graduate Studies (DGS), or Extension Coordinator (EC). As a practical matter, due to the nature of their appointments it is likely the only administrative positions that Lecturers/Senior Lecturers would potentially serve in would be DUS or UCAC. Within their areas of responsibility, those with such administrative duties demonstrate performance by: providing leadership to faculty committees; directing the unit toward the establishment of stated goals and objectives; developing and implementing appropriate assessment measures; contributing to periodic unit self-evaluations and reviews; ensuring that the unit is compliant with relevant University regulations and policies; mentoring junior faculty; and, in conjunction with the formal administrative supervisor (e.g., the Department Chair or Dean), coordinating the unit's efforts within the area of administrative responsibility. This list is intended to be illustrative, rather than exhaustive, of the various ways that faculty can demonstrate administrative performance.