

**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 Agricultural Economics

University of Kentucky

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Lecturers in the Department of Agricultural Economics are appointed and evaluated according to the policies described in University of Kentucky Administrative Regulation 2-9. Lecturers generally have nine-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 appear below.

Instruction

Performance of faculty members in instruction focuses on the development of innovative 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), 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 innovative instructional methods, formative course observations/feedback, peer reviews, teaching awards, numerical ratings, courses taught, new course development, student advising, student mentoring, teaching workshops and professional meetings, student organizations, student recruitment, refereed journal articles related to teaching, non-refereed publications related to teaching, teaching grants, and other relevant evidences.

Senior lecturers are expected to provide quality instruction but are also expected to demonstrate leadership within the Department on matters related to pedagogy (course design, instructional methods/practices, evaluating learning outcomes) and/or advising, mentoring, academic program development, or recruitment of students.

Service:

Performance in service shall be evidenced by one's willingness to 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 or project 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), Director of Graduate Studies (DGS), or Extension Coordinator. 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.