Per the college policy and Faculty Manual, all faculty members will be evaluated by their Department Chair/Supervisor and/or Dean. Lecturers, Senior Lecturers, Instructors, and Senior Instructors will submit their faculty performance evaluation in the form of an annual report.

All courses should be evaluated and should include opportunities for students to provide written comments. At the same time, letters or comments from individual students are not considered reliable as an index of teaching effectiveness, and reviewers should be cautious about giving them too much weight in the process of evaluating teaching.

In addition to student evaluations, faculty members should employ other approaches to evaluate teaching effectiveness. These may include peer evaluation, Chair evaluations, teaching portfolios, exit exam results, review of syllabi, student research or creative activities, and other approaches. Peer evaluation by colleagues is especially valuable in assessing teaching effectiveness. Chairs are encouraged to put multiple measures into context when writing the annual report. Self-evaluation by the individual faculty member is encouraged as a helpful component to this process.

Appropriate methods might include collegial review of one or more of the following: teaching materials, student evaluations, classroom performance, and student performance. The last may be particularly appropriate in visual and performing arts.

Activities Performance Indicators:
- Course and curriculum design and development
- Mentoring of student research or creative project
- Directing senior or honors thesis/recital/exhibit/showcase
- Supervising independent study
- Organizing and/or participating in pedagogical seminars and workshops
- Collaborative, team, and interdisciplinary teaching
- Classroom or online teaching

Documentary Performance Indicators:
- Teaching awards/recognitions, commendations, and grants
- Sample syllabi, assignments, examinations, and other course materials
- Evidence of pedagogical innovation
- Effective use of emerging technology in pedagogical practice
- Student evaluations
- Teaching portfolios
- Teaching observation and evaluation by chair, associate chair, dean, CeTeal, or peer
- Evidence of student learning (e.g. student presentation or publication beyond the classroom; career and public service accomplishments of graduates)

In terms of service, regular attendance at scheduled department meetings is expected. When a Lecturer undertakes limited service for his or her own professional development, such activity should not be allowed to interfere with the primary obligation to teach well.

Annual Reports are due Friday, May 5, 2017.