

First Year Seminar Full-Time Faculty Merit Guidelines – Effective Jan., 2018

Basic Instructional Expectations:

Basic instructional duties include the designing of engaging courses with a clear set of objectives and expectations, class preparation and student evaluation, meeting classes as scheduled, holding scheduled and unscheduled office hours for individual student issues, answering student queries, filing forms required by campus units, and participating in relevant meetings of committees within the programs and College that are responsible for curriculum development, syllabus preparation, and program evaluation.

Indicators of Meeting Expectations in Teaching Include:

- Offers courses that demonstrably adhere to the goals of First Year Seminar
- Receives student evaluations and peer reviews of teaching that indicate teaching effectiveness
- Actively participates in program assessment
- Participates in meeting the goals of FYS and supports other faculty in proposal development, peer coaching, peer reviewing, guest presentations, etc. for continued development of quality academic instruction
- Consults professional resources to improve teaching
- Attends teaching and learning conferences and/or conferences improving course content
- Mentors and supports students (e.g. writing letters of recommendation, advising during office hours and through email correspondence, helping students find campus resources and special services such as As-U-R, tutoring, etc.)
- (Re)designs/develops courses in response to program needs, student evaluations, peer teaching reviews, and professional knowledge and standards
- Attends FYS faculty development retreat and/or other relevant faculty development workshops

Indicators of Exceeding Expectations in Teaching Include:

Teaching shows a significant amount of evidence from the above list *plus some of the following*:

- Presents at on-campus instructional institutes or workshops
- Presents at off-campus conferences or workshops on teaching and learning
 - Leads in improving quality teaching in FYS or on the campus
 - Creates or leads new teaching and learning opportunities for students or faculty (e.g., creates or leads a Residential Learning Community or internship program)
 - Creates new programs or organizes institutes or workshops to enable student and faculty success
- Publishes scholarly work on or related to teaching
- Leads extensive faculty development work
- Engages in extensive collaboration with community or international partners
- Receives college, university, regional, or national teaching award
- Gives invited addresses related to pedagogical content at regional or national meetings or events

- Secures externally funded instructional development grant
- Develops significant new and innovative teaching materials or methodologies

Basic Service Expectations:

All full-time First Year Seminar faculty are expected to contribute in the service area. Contributions of professional talents and expertise to First Year Seminar, the university, community, and one's field all are highly valued. It is recognized that a faculty member will not generally be active in all of these areas, and that the nature of service contributions is likely to differ according to individual skills, interests, and stage of career development. However, continuous contribution to First Year Seminar and its mission is expected of all full-time FYS faculty.

Indicators of Meeting Service Expectations Include:

- Community or professional service as a member of a committee, board, panel, task force, or commission
- Service on program, college, university, or UNC system committees or task forces
- Advisor to student organization
- Public service based on scholarly expertise
- Administrative roles within the program, college, and/or university
- Presentations and/or consulting for the external or professional community
- Demonstrable participation in the organization of a professional conference
- Documented professional development activities leading to enhanced service effectiveness

Indicators of Exceeding Expectations in Service Include:

Service shows a significant amount of evidence from the above list *plus some of the following:*

- Receives campus, regional, or national service award
- Receives recognition by professional organizations for exceptional service
- Author of program or college review or multi-year planning document
- Leader on accreditation team
- Documented leadership in or distinguished service to the community or profession as a member of a committee, board, panel, task force, or commission
- Officer in an international, national, regional, or state professional organization
- Program chair of international, national, regional, or state professional meetings
- Documented leadership of a departmental, college, university, or UNC system committee or task force, or officer of a faculty organization
- Receives grant or other external funding for developing a community development program (ie. arts in schools, community health initiatives, community business development, etc.)
- Demonstrable leadership role in the organization of a professional conference
- Publishes scholarly work on or related to one's field, teaching and learning, and/or service
- Presents scholarly work at off-campus regional, national, or international conferences
- Utilizes expertise to develop materials, modules, etc. for outside entities