Excellent USNA teachers:

Have a professional, positive rapport with their students
- Are respectful, encouraging, approachable, caring
- Do not engage in any demeaning, disrespectful, or unnecessary negative or unprofessional interactions with students

Maintain appropriate learning standards
- Clearly articulate expectations
- Clearly communicate learning objectives
- Hold students to appropriate levels of accountability for learning
- Challenge students, while being supportive and fair

Effectively prepare/organize for and manage class time, but are adaptable and flexible

Exhibit mastery of their discipline
- Use effective teaching styles/methods
  - Promote active student participation in learning activities
  - Provide contextual framework of learning, whenever possible
  - Engage both strong and weaker students in the class

Adapt to diverse student needs (e.g., different student learning styles, levels of ability, intellectual interests, etc.) and emerging institutional directions

Support unique USNA expectations in and out of the classroom (e.g., military courtesies, class attendance, class no-sleep policy, etc.)
- Maintain professional relationships with midshipmen
- Are punctual and professionally attired
- Support and respect Academy policies

Are considerate of the many other demands placed on Midshipmen
- Use caution in pre-judging student performance
- Temper time-requirements and deadlines for course activities and assignments

Provide effective feedback to students
- Are consistent and fair
- Provide feedback that is sufficient and timely enough to help students improve

Offer additional instruction/interaction outside of class
- Are regularly and reliably available to students; clearly promulgate a schedule of availability to students

Effectively advise and mentor students
- Engage in discussions beyond course registration matters (e.g., major selection, service selection, future career goals, etc.)

Effectively engage in and contribute to their department's teaching mission
- Contribute to assessment activities
- Exhibit collegiality when working with other faculty in department teaching-related activities or in multi-section courses

Excellence in USNA faculty service is characterized by:

- Positive personal engagement and collegiality
- Administrative professionalism (e.g., timeliness, reliability, etc.)
- Engagement in rank-appropriate departmental, divisional, yard-wide, or professional service, generally with increasing levels of involvement and leadership over the course of a career
- Acknowledgement that service cannot substitute for deficiencies in teaching or research

Excellent USNA scholar/researchers:

Produce peer-reviewed scholarly products

Develop a sustained record of scholarly productivity at USNA, while simultaneously fulfilling normal teaching and service duties

Show an appropriate level of creative independence as a scholar

Publish in quality venues with rigorous and verifiable peer-review processes

Appropriately and willingly involve Midshipmen

Exercise caution in building a record reliant upon classified, descriptive pedagogical, or public intellectual scholarship products

Provide ample explanations of scholarly activity

Practical Guidance for USNA Faculty Members

Updated 3 October 2012
**Naval Academy Mission**

To develop Midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character, to assume the highest responsibilities of command, citizenship and government.

**Attributes of a Naval Academy Graduate**

We graduate Midshipmen who are warriors ready to meet the demands of a country at war or at peace. Our graduates are:

**SELFLESS** - Places the needs of the Nation, the Navy, peers, and subordinates before personal recognition or reward.

**PROFESSIONAL** - Dedicated to the profession of arms, traditions and values of the Naval Service, and the constitutional foundation of the United States of America.

**INCLUSIVE** - Fosters a respectful environment in which diverse experiences, perspectives, and knowledge are sought out, valued, and leveraged.

**RESILIENT** - Possesses the toughness, grit, and perseverance to withstand and recover quickly from difficult conditions.

**ADAPTABLE** - Recognizes, assesses, and understands new conditions, ideas, environments, and cultures and makes appropriate adjustments to succeed.

**LEARNED** - Broadly educated in academic and professional fields with focused disciplinary knowledge that enables the application of skills in complex and changing conditions through a lifetime of learning.

**COURAGEOUS** - Possesses the moral, mental, and physical strength to do that which is right, with determination, even in the face of temptation or adversity.

**HONORABLE** - Does what is right; conducts oneself in the highest ethical manner and is accountable for one's professional and personal behavior.

**ARTICULATE** - Clearly conveys ideas and specialized information through written and spoken word.

**INNOVATIVE** - Thinks critically to find and develop creative solutions for an increasingly complex world.

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**Faculty Performance Expectations:**

**Practical Guidance**

This guidance was derived from an Academic Dean and Provost-hosted off-site discussion with members of the USNA Promotion & Tenure Committee and senior academic leaders, including department chairs and Faculty Senate leaders.

Note: USNA faculty members should also review Academic Dean Instructions and Notices relating to performance expectations.

www.usna.edu/Academics