# SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT EVALUATION GUIDELINES

## For Retention, Tenure, Promotion to Associate and Full Professor, and Post Tenure Review

Effective January 2015

**MISSION STATEMENT**

The Sociology and Anthropology Department (SOAN) provides the support and maintenance of two separate majors: Sociology and Anthropology. The mission of the department is to provide a cooperative, collegial working and learning environment for faculty and students from a diverse urban background. This setting will enable faculty to pursue teaching excellence, provide appropriate academic advising, develop professionally, and serve the college and surrounding community. At the same time, it will give students the opportunity to acquire a thorough understanding of the theories and practices of each discipline, and enable them to prepare for successful careers, post-graduate education and lifelong learning.

**Contractual Responsibilities:** The faculty member must meet the contractual responsibilities defined in the *Handbook for Professional Personnel*, set forth by the Board of Trustees. Additionally, it is the faculty member's responsibility to be aware of, and comply with, any revisions to that document. With regard to retention, tenure and/or promotion, faculty will be evaluated on criterion within each of the three required areas (teaching, scholarly activities, and service) based on a two-tiered rating system: Meets Expectations and Needs Improvement. Post–tenure review of faculty will be based upon a two-tiered rating system: Meets Expectations and Needs Improvement. Criteria are specified in this document for RTP and PTR.

**Submissions of Portfolio:** Faculty members have the option to submit portfolios either through electronic or hard copy submission. Under the Department Guidelines electronic and hard copy submissions are considered to be equivalent and judged as such.

## RTP and PTR Guidelines for Faculty: Description of Content Areas

### Teaching

#### *Content Expertise:*
To demonstrate knowledge and/or relevant professional experience: Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). This typically includes the skills, competencies, and expertise in a specific subject area in which the faculty member has received advanced, training, education, or experience. Course materials are reviewed and updated as appropriate, every three years at minimum.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to, the following demonstrations of "content expertise":
- Course syllabi are thorough in outlining the scope of content with major topics and subtopics
- Course texts are appropriate for the content of the course
- Course texts are appropriate for level of course
- Supplemental materials contribute to scope and thoroughness of coverage
- Supplemental materials are relevant to the course content
- Courses materials are reviewed and updated, at minimum, every three years as appropriate

#### *Instructional Design:*
To re-order and re-organize this expert knowledge / experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. If faculty members teach General Studies and/or Multicultural courses, those courses will conform to University General Studies and Multicultural requirements.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "instructional design":
- Providing catalogue description of course
- Listing course learning objectives
- Linking examinations and assignments to learning objectives
- Organization of course by topic and sub-topic headings
- Calendar of events and due dates
- Policies on grading, academic misconduct, late work, absences, safety
- Announces accommodations for special needs
- Announces availability

### *Instructional Delivery:*
To communicate and "translate" this knowledge / experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Delivery":
- Lecture
- Interactive teaching
- Lab sessions
- Recitation sessions
- Small group exercises
- Field trips
- Service learning
- Guest speakers
- Independent study courses
- Supplemental instructor assistance
- Tutoring
- Use of technologically assisted media

### *Instructional Assessment:*
To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Assessment"
- Multiple choice exams
- Problem sets
- In-class exercises
- Research Papers
- Response Papers
- Other Writing assignments
- Individual Student Oral Presentations
- Group Presentation
- In-class exercises
- Research related quantitative analysis
- Research related qualitative analysis

## *Evaluation of Instruction*
Quality of instruction will be assessed using two distinct methods:  Student Ratings of Instruction (SRIs) and Peer Observations.


## Student Rating of Instruction
All performance reviews shall include Student Ratings of Instruction for each class assigned during the evaluation period.  Faculty is required to use the approved "Student Rating of Instruction" form.

Teaching performance will be evaluated based on the teaching done by a faculty member during the review period; faculty, who teach less than 12 credit hours each semester, will not be penalized for performing other critical duties needed by the Department, College, or University. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations.

The Chair retains the discretion to interpret the meaning of the numbers, particularly in situations where new courses are being offered, online classes are being taught, or a faculty member consistently teaches required core courses for the major.

## Peer Observations
There are two distinct types of peer observations: summative and formative.  All faculty members seeking tenure and/or promotion are required by the Handbook for Professional Personnel to obtain at least one summative peer observation. In addition to the requisite summative observation, SOAN also requires a minimum of **five formative evaluations** for faculty seeking tenure and/or promotion to associate professor (see attached tables for details on timeline for formative observations).
- **Summative Peer Observations**: The Handbook for Professional Personnel requires faculty members to obtain at least one summative peer evaluation before s/he applies for tenure and/or promotion. A colleague trained in the peer observation process will conduct this summative evaluation.  The results of the peer observation must be included in the sixth-year portfolio.  Arrangements for summative evaluations should be made through the Division of Academic and Student Affairs.
- **Formative Peer Observations**: These provide an opportunity for the faculty member to receive teaching feedback on an informal basis.  Faculty member should record the name of the peer observer and date of observation.  A formative evaluation does not require a written document nor are the results required to be in the portfolio.  **Candidates should, however, submit documentation that the evaluations took place to the department chair and/or department review committee.**

**Note: During the 2011/2012 academic year changes in the evaluation process mandated by the Handbook for Professional Development, created a gap in departmental guidelines; therefore, SOAN did NOT REQUIRE any formative peer observations for the academic year of 2011/2012. Impacted faculty members have been advised to "double up" on their requisite reviews during the 2012/2013 academic year; however, reviewers should also adjust accordingly.**

*Advising in and Beyond the Classroom:*
To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment: Effective advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a discipline.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "advising":
- Maintain 5 regular office hours as previously outlined by Handbook for Professional Personnel
- Meeting with students during office hours
- Meeting with students outside of office hours
- Communicating with students through email
- Analyzing CAPP reports
- Making CAPP adjustment
- Developmental advising (e.g. providing career or graduate school information)
- Mentoring students
- Serving as professor of record for independent study students or field experiences
- Working with students seeking an IDP degree
- Individualized curricular advising
- Writing letters of recommendation to assist students in obtaining employment, college scholarships, student awards or admittance to graduate school when appropriate.
- Serving as ongoing advisor for curricular student group

## Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. Purposes include, but are not limited to, the following: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations. In addition to these scholarly activities this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

**Note on conference participation and funding**: conference participation is contingent on adequate funding; if adequate funding is not available, faculty members do not have to fulfill this requirement.

**Note in regard to scholarly writing**: scholarly writing should be evaluated on its merits with no distinction made between single or multiple authorship nor between first authorship or junior authorship. Furthermore, no distinction is made in the field of anthropology or sociology between print and online journals.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "Scholarly Activities"

Scholarly Writing
- Peer reviewed publications
- Publications in other types of journals
- Book chapters
- Textbooks technical reports written for grants and/or project supervisors
- Applied research reports (e.g. research reports written for community organizations)
- Submission of, but not limited to, any of the items listed above under scholarly writing

Conference participation (regional/ national/international meetings; regional/ national/international symposia)
- Conference presentation
- Conference poster
- Panel discussant
- Roundtable discussant
- Participating in conference workshops

Discipline–oriented research activities
- On-going research, which may result in publication
- Field projects
- Archival document analyses
- Laboratory analyses
- Professional consultation
- Seed development for research feasibility and start-up
- Establishing community relations that lead to future field involvement
- Creating new research capabilities and facilities
- Reviewing grant proposals and scholarly publications
- Writing grant proposals
- Receiving a research grant
- Receiving a grant that enhances pedagogy
- Engaging in and completing a new degree or certification program
- Activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member's discipline or area of instruction,
- Continued education and professional development activities appropriate to professional assignments
- Engaging in active scholarly or creative activities that show specific evidence of supporting teaching activities
- Demonstrating the use of specific pedagogical activities that evidence enhanced delivery of content obtained in workshops or professional meetings consulting and applied research reports that enhance teaching

- Serving as refereed journal reviewer
- Consulting at the community, regional or national level providing research information that will benefit community activities
- Text reviewer
- Consulting and applied research reports
- Engaging in and completing a new degree or certification program
- Engaging in self-study, courses, or programs that result in enabling the individual to provide significant additional information to courses or discipline
- Pedagogical research/activities, such as scholarly writing on pedagogical topics, attending pedagogical workshops, attending presentations that update pedagogical knowledge or techniques etc.
- Creating new research capabilities and facilities
- Reviewing grant proposals and scholarly publications
- Engaging in a research capacity for associated professional organizations serving as officers in professional organizations
- Any other relevant activities specific to the faculty member's discipline and/or assigned responsibilities
- Primary/secondary data collection and analysis
- Archival document analyses

## *Service*

Faculty engages in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, college, or university level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

Three distinct types of service are recognized by SOAN: Service to the Department, Service to the College or University, and Service to the Community or Professional Organization.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "service".

Department Service
- Participates in department committees
- Chairs a department committee
- Participates in special project for committee
- Leads special project for committee
- Guest lecture for department colleague
- Develops a new course (not offered previously in the department) that is going to be taught by another faculty member
- Creates or modifies a department web site
- Develops, implements and documents program modification
- Writes program review narrative

- Participates in program curriculum committee work such as review of omnibus courses; updates Academic Affairs official syllabus that faculty member is not teaching
- Modifies an existing course so that it can be taught in a new format (e.g. online, part-of-term courses, winterim, honors)
- Initiates catalog changes for course faculty member does not teach
- Updates Academic Affairs official syllabus for course faculty member does not teach
- Completes extensive modification of materials in course faculty member does not teach

College or University Service
- Participates in LAS committees
- Participates as LAS representative on other committees
- Guest lecture for LAS colleague
- Participates in college or university-wide committees
- Guest lecture for colleague outside department and college

Unpaid service to community and/or professional organizations
- Providing pro bono consulting
- Serving as a community board member with responsibilities
- Developing and carrying forward community projects with ongoing heavy involvement
- Serving as volunteer to community agency
- Serving as volunteer to government agency
- Serving as volunteer to professional organization (e.g., conference coordinator or organizer)
- Receiving awards or formal recognition from a community, government, or professional agency or organization
- Serving as officer in a regional or national professional organization
- Serving as ongoing advisor for curricular student group
- Serving as ongoing advisor for local chapter of regional/national/international student organization
- Service learning courses

**Teaching Requirements for Tenure-Track (includes Promotion to Associate),**

**Promotion to Full Professor, and Post-Tenure Review**

**Content Expertise**

| Content Expertise | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. | Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline.<br>--Course has been reviewed and updated every three years at minimum, as appropriate. | Same as beginning of 6th year, tenure-track | Same as Beginning of 6th year, tenure-track |
| Needs Improvement | Course work shows deficiencies in content and instructional activities during the evaluation period | Courses lack currency and/or relevance to the discipline.<br>Course have not been reviewed and updated every three years at minimum, as appropriate. | Same as beginning of 6th year, tenure-track | Same as beginning of 6th year, tenure-track |

## Instructional Design

| Instructional design | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design | Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design. | Same as Beginning of 6th year, tenure-track | Same as Beginning of 6th year, tenure-track |
| Needs Improvement | Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback. | Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback. | Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback. | Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback. |

## Instructional Delivery

| Instructional delivery | Beginning of 3<sup>rd</sup> year, tenure-track | Beginning of 6<sup>th</sup> year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements. | Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements. | Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements. | Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development. Attempts to assist students with documented disabilities as appropriate for the course requirements. |
| Needs Improvement | Does not vary from lecture format and does not adapt to different student learning styles. | Does not vary from lecture format and does not adapt to different learning styles | Does not vary from lecture format and does not adapt to different learning styles | Does not vary from lecture format and does not adapt to different learning styles. |

## Instructional Assessment

| Instructional assessment | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested. | Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested. | Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested. | Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. Feedback should be provided in a timely manner (usually within two weeks) after the due date of an assignment. Complies and assists with program assessment and general studies assessment as requested. |
| Needs Improvement | No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance. | No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance. | No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance. | No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance. |

## Evaluation of Instructor

| Evaluation of Instruction– student rating of instruction (SRIs) | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
| --- | --- | --- | --- | --- |
| Meets Expectations | Pattern, defined as 75% of courses taught, of "Student Ratings of Instruction" within one standard deviation of the department average. | Pattern, defined as 75% of courses taught, of "Student Ratings of Instruction" within one standard deviation of the department average. | Pattern, defined as 75% of courses taught, of "Student Ratings of Instruction" within one standard deviation of the department average. | Pattern, defined as 75% of courses taught, of "Student Ratings of Instruction" within one standard deviation of the department average. |
| Needs Improvement | Pattern of "Student Ratings of Instruction" falls outside of one standard deviation around department mean. | Same as Beginning of 3rd year, tenure-track | Same as Beginning of 3rd year, tenure-track | Same as Beginning of 3rd year, tenure-track |

Instructional Peer Observations

| Evaluation of Instruction – peer observations ++ Refer to note in bold on Page 4 of document | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | 1 formative every semester (a summative can substitute for a formative) | 1 formative per year in years 3 and 4. 1 summative must be completed by submission of tenure portfolio - at least 6 observations (5 formative and 1 summative) are required between date of hire and submission of tenure portfolio | 1 summative prior to the submission of the portfolio | None required |
| Needs Improvement | Less than 1 formative every semester | Less than the required number of observations as stated in Meets Expectations | Less than 1 summative by submission of the portfolio | None required |

Revised October 10, 2014

Advising

| Advising | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements – 5 hours per week in the fall and spring semesters. | Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirement– 5 hours per week in the fall and spring semesters s. | Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements– 5 hours per week in the fall and spring semesters. | Works regularly and in a timely manner with students, in relation to the types of activities noted in the description, and fulfills office hour requirements– 5 hours per week in the fall and spring semesters. |
| Needs Improvement | Does not fulfill office hours requirements (< 5 hours per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner. | Does not fulfill office hours requirements (< 5 hours per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner. | Does not fulfill office hours requirements (< 5 hours per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner. | Does not fulfill office hours requirements (< 5 hours per week in the fall and spring semesters) and/or does not work with students, in relation to the types of activities noted in the description, in a timely or professional manner. |

**Scholarly Activities Requirements for Tenure-Track (includes Promotion to Associate) -- Promotion to Full Professor, and Post-Tenure Review**

### Scholarly Activity

| Scholarly Activity | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | a) Conference Presentations: One conference presentation or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND | a) Scholarly Writing: 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). AND | a) Scholarly Writing: 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). AND | Conference Presentations: One conference presentation or equivalent. |
| | b) Scholarly Writing: evidence of progress in producing scholarly writing. AND | b) Conference Participation: Two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND | b) Conference Participation: Two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). AND | |
| | (c) Discipline-oriented research activities: evidence of discipline-related research activities. | (c) Discipline-oriented research activities: Evidence of consistent involvement in discipline-oriented research activities | (c) Discipline-oriented research activities: Evidence of consistent involvement in discipline-oriented research activities | |

| Needs Improvement | a) Conference Presentation: No evidence of conference presentations or equivalent OR | a) Scholarly Writing: Did not complete 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). OR | a) Scholarly Writing: Did not complete 1 piece of scholarly writing that has undergone some type of peer-review process and has been published (or accepted for publication). OR | Conference Presentation: No evidence of conference presentations or equivalent. |
|---|---|---|---|---|
| | (b) Scholarly Writing: no evidence of progress in producing scholarly writing. OR | b) Conference Participation: Fewer than two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). OR | b) Conference Participation: Fewer than two conference presentations or equivalent (this includes podium presentation, panel presentation, roundtable presentation, workshop, and poster presentation). OR | |
| | c) Discipline-oriented research activities: No evidence of engagement in discipline-oriented activities. | c) Discipline-oriented research activities: No evidence of consistent involvement in discipline-oriented research activities. | c) Discipline-oriented research activities: No evidence of consistent involvement in discipline-oriented research activities. | |

**Service Requirements for Tenure-Track (includes Promotion to Associate)--Promotion to Full Professor, and Post-Tenure Review**

## Service

| Service | Beginning of 3rd year, tenure-track | Beginning of 6th year, tenure-track – includes promotion to Associate Professor | Promotion to Full Professor | Post Tenure Review |
|---|---|---|---|---|
| Meets Expectations | Positively contributes to and/or participates in department service and activities related to program major and minor. Positively contributes/participates is defined as contributing to/participating in the successful completion or meaningful resolution of service related projects.<br><br>Provides evidence of service activities beyond the department and program (can include running for committee positions). | Positively contributes to and/or participates in both department service and activities related to program major and minor. Positively contributes/participates is defined as contributing to/participating in the successful completion or meaningful resolution of service related projects.<br><br>In addition:<br>Has positively contributed/participated within the following levels of service:<br><br>a) College or University<br>b) Professional organizations or to the larger community, related to disciplinary expertise | Positively contributes to and/or participates in both department service and activities related to program major and minor. Positively contributes/participates is defined as contributing to/participating in the successful completion or meaningful resolution of service related projects.<br><br>In addition:<br>Has positively contributed/participated within the following levels of service:<br><br>a) College or University<br>b) Professional organizations or to the larger community, related to disciplinary expertise | Positively contributes to and/or participates in both department service and activities related to program major and minor. Positively contributes/participates is defined as contributing to/participating in the successful completion or meaningful resolution of service related projects.<br><br>In addition:<br>Has positively contributed/participated within the following levels of service:<br><br>a) College or University<br>b) Professional organizations or to the larger community, related to disciplinary expertise. |
| Needs Improvement | Little or no evidence of involvement with department and program service.<br><br>No effort to perform service outside the department. | Little or no evidence of involvement within the department and program<br><br>Little or no involvement in the<br>a) College or University<br>b) Professional organizations or to the larger community, related to disciplinary expertise | Little or no evidence of involvement within the department and program<br><br>Little or no involvement in the<br>a) College or University<br>b) Professional organizations or to the larger community, related to disciplinary expertise | Little or no evidence of involvement within the department and program<br><br>Little or no involvement in the<br>a) College or University<br>b) Professional organizations or to the larger community, related to disciplinary expertise |

# SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT EVALUATION GUIDELINES

## For Category II Faculty reappointment and promotion to senior lecturer

Effective January 2014

**MISSION STATEMENT**

The Sociology and Anthropology Department (SOAN) provides the support and maintenance of two separate majors: Sociology and Anthropology. The mission of the department is to provide a cooperative, collegial working and learning environment for faculty and students from a diverse urban background. This setting will enable faculty to pursue teaching excellence, provide appropriate academic advising, develop professionally, and serve the college and surrounding community. At the same time, it will give students the opportunity to acquire a thorough understanding of the theories and practices of each discipline, and enable them to prepare for successful careers, post-graduate education and lifelong learning.

**Contractual Responsibilities:** The faculty member must meet the contractual responsibilities defined in the *Handbook for Professional Personnel*, set forth by the Board of Trustees. Additionally, it is the faculty member's responsibility to be aware of, and comply with, any revisions to that document. Category II faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years; Category II faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program, and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Category II faculty members.

**Submissions of Portfolios:**

**Category II Faculty**
I.      Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in the Handbook for Professional Personnel Chapter V.

II.     Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data. They should be included in the one page narrative statement.

III.    Peer Observations:

a. Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations **must** be included in Portfolios; Formative Peer Observations **may** be included as an additional artifact if the Category II faculty member chooses to do so (or as otherwise required by the department).

   (1) All Category II faculty will be observed, at a minimum, once in the first year of their employment as a Category II faculty member.

   (2) Beyond this requirement, Departments will delineate in their Department Guidelines for Category II Faculty the number, type (summative or formative), and cycle of Peer Observations required for Category II faculty. Additionally, subsequent observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair's attention.

      a. For reappointment, the SOAN Department requires one formative observation every five years in addition to the observation in the first year of employment

      b. For promotion to senior lecturer, the SOAN Department requires two additional observations included in the portfolio application for promotion: one by the department chair and one by a tenure/tenure-track faculty member within the department

   (3) All Summative Peer Observations of Category II faculty will be conducted by a trained Peer Observer.

b. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance.

IV. Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

   (1) Cover Sheet
      (a.) Published by the Office of the Provost; and
      (b.) Used to record recommendations for/against reappointment, promotion, or multi-year contracts.

   (2) Narrative
      (a.) Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;
      (b.) Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
      (c.) Should present one's best case to disciplinary colleagues and administrative levels of review; and
      (d.) If seeking promotion to Senior Lecturer or a Multi-Year Contract, should be noted in the first paragraph of the statement.

   (3) Annotated *Curriculum Vitae* (see Chapter V for definition of Annotated *Curriculum Vitae*) for a minimum of the past 5 years

        (4)     Student Ratings of Instruction as indicated above

        (5)     Peer Observations as delineated above

        (6)     Other documents as determined by the Department (course syllabi, exams, assignments, assessments, etc., evidence of scholarly activities or service)

            a.  For reappointment and/or promotion to senior lecturer, the SOAN department requires inclusion in the faculty member's portfolio **one example of each** of the following: course syllabus, course assignment, assessment (test, quiz), evidence of how the course content is current (updated lectures, assignments etc…)

            b.  For **promotion to senior lecturer only**, the SOAN department requires the inclusion of two additional peer observations: one by the department chair and one by a tenure/tenure-track faculty member within the department

        (7)     Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar.

V.      Reappointment Recommendations

        (1)     The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean;

        (2)     The Dean will evaluate the Portfolio and the Department Chair's recommendation, and determine if the Category II faculty member should be reappointed.

        (3)     If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.

VI.     The SOAN Department requires Category II faculty to engage in minimally 2 hours per academic year of faculty development to enhance their teaching. This could include training offered through the Center for Faculty Development, peer observations of other full-time faculty courses to observe teaching styles, or various other pedagogical workshops.

       a.  Note that this requirement was not in place prior to Spring 2014, and thus, those faculty members seeking reappointment in Spring 2014 will not be required to demonstrate faculty development activities.

       b.  This requirement will take effect beginning Fall 2014.

**Promotion to Senior Lecturer**: The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter IV of the *Handbook*. These include specifically the following criteria:

c. Their credentials meet the criteria determined by the hiring Department as articulated in the Hiring Protocols, and

a. They have a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of performance to MSU Denver.

b. Promotion is contingent upon a recommendation from the Department Chair, the Dean and the Provost;

c. If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title;

d. In addition to the handbook criteria, the faculty member must be in compliance with the stated requirements as described in this document.

If the faculty member meets the above stated criteria for promotion, (s)he may initiate the process for promotion in accordance with the following steps:

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;

2. The Department Chair will submit the recommendation for or against promotion to the Dean;

3. The Dean will submit a recommendation for or against promotion to the Provost; and

4. The Provost will approve or disapprove the recommendation for promotion.

## The areas of evaluation are defined by the Sociology and Anthropology Department (SOAN) in the following section:

### Teaching

#### *Content Expertise:*
To demonstrate knowledge and/or relevant professional experience: Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). This typically includes the skills, competencies, and expertise in a specific subject area in which the faculty member has received advanced, training, education, or experience. Course materials are reviewed and updated as appropriate, every three years at a minimum.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to, the following demonstrations of "content expertise":
- Course syllabi are thorough in outlining the scope of content with major topics and subtopics
- Course texts are appropriate for the content of the course
- Course texts are appropriate for level of course
- Supplemental materials contribute to scope and thoroughness of coverage
- Supplemental materials are relevant to the course content
- Courses materials are reviewed and updated, at minimum, every three years as appropriate

#### *Instructional Design:*
To re-order and re-organize this expert knowledge / experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. If faculty members teach General Studies and/or Multicultural courses, those courses will conform to University General Studies and Multicultural requirements.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "instructional design":
- Providing catalogue description of course
- Listing course learning objectives
- Linking examinations and assignments to learning objectives
- Organization of course by topic and sub-topic headings
- Calendar of events and due dates
- Policies on grading, academic misconduct, late work, absences, safety
- Announces accommodations for special needs
- Announces availability

#### *Instructional Delivery:*
To communicate and "translate" this knowledge / experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Delivery":

- Lecture
- Interactive teaching
- Lab sessions
- Recitation sessions
- Small group exercises
- Field trips
- Service learning
- Guest speakers
- Independent study courses
- Supplemental instructor assistance
- Tutoring
- Use of technologically assisted media

### *Instructional Assessment:*

To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to the following demonstrations of "Instructional Assessment"
- Multiple choice exams
- Problem sets
- In-class exercises
- Research Papers
- Response Papers
- Other Writing assignments
- Individual Student Oral Presentations
- Group Presentation
- In-class exercises
- Research related quantitative analysis
- Research related qualitative analysis

### *Evaluation of Instruction*

Quality of instruction will be assessed using two distinct methods: Student Ratings of Instruction (SRIs) and Peer Observations.

### Student Rating of Instruction

All performance reviews shall include Student Ratings of Instruction for each class assigned during the evaluation period. Faculty is required to use the approved "Student Rating of Instruction" form.

- **Should a faculty member receive low SRIs (below 4.00) in a semester, a remediation plan will be implemented, which may include (but is not limited to) mandating that the faculty member take specific courses through the Center for Faculty Development, observe fellow instructors, and/or participate in other types of pedagogical training. Consistently low SRIs may delay promotion. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed to the position.**

Teaching performance will be evaluated based on the teaching done by a faculty member during the review period; CAT II faculty, who teach less than 15 credit hours each semester, will not be penalized for performing other critical duties needed by the Department, School, or College. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations.

The Chair retains the discretion to interpret the meaning of the numbers, particularly in situations where new courses are being offered, online classes are being taught, or a faculty member consistently teaches required core courses for the major.

## Peer Observations

There are two distinct types of peer observations: summative and formative. All CAT II faculty members are required by the Handbook for Professional Personnel to obtain at least one summative peer observation within the first year of employment. In addition to the requisite summative observation, SOAN also requires CAT II faculty members to obtain one formative observation every five years (or 10 semesters of work, excluding summer semesters) thereafter. **Furthermore, for promotion to senior lecturer, SOAN requires two additional observations to be included in the faculty member's portfolio, one by the department chair and one by a tenured faculty member within the department.**

- **Summative Peer Observations**: CAT II faculty members are required to obtain at least one summative peer observation within the first year of work. A colleague trained in the peer observation process will conduct this summative evaluation. This colleague may be a trained observer from within the same department as the faculty member. The results of the peer observation must be included in the portfolio.

- **Formative Peer Observations**: These provide an opportunity for the faculty member to receive teaching feedback on an informal basis. Faculty member should record the name of the peer observer and date of observation. A formative evaluation does not require a written document nor are the results required to be in the portfolio except as delineated above for promotion to senior lecturer. **Faculty members should, however, submit documentation that the evaluations took place to the department chair and/or department review committee.**

- **Note that should there be an insufficient number of trained summative peer observers available to complete any required summative observation due to factors beyond the faculty members' control, a formative observation conducted by the department will suffice until such time as a summative observation can be arranged. The faculty member should document the lack of available observers in his/her portfolio.**

- **Should a faculty member receive a negative summative or formative observation, the faculty member may request a second observation by either the same observer or a different observer. Two negative observations will result in a remediation plan, which may include (but is not limited to) mandating that the faculty member take specific courses through the Center for Faculty Development, observe fellow**

**instructors, and/or participate in other types of pedagogical training. Negative observations may delay promotion. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed to the position.**

*Advising in and Beyond the Classroom; Scholarly Activities; Service – these are not required activities for Category II faculty members.\**

## Teaching Requirements for Category II faculty

## Content Expertise

| Content Expertise | CAT II Faculty Reappointment | CAT II faculty Promotion to senior lecturer |
|---|---|---|
| Meets Expectations | Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. | Has demonstrated a pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline. --Course has been reviewed and updated every three years at minimum, as appropriate. |
| Needs Improvement | Course work shows deficiencies in content and instructional activities during the evaluation period. | Courses lack currency and/or relevance to the discipline. Courses have not been reviewed and updated every three years at minimum, as appropriate. |

## Instructional Design

| Instructional design | CAT II Reappointment | CAT II Promotion to senior lecturer |
|---|---|---|
| Meets Expectations | Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design | Has demonstrated a pattern of instructional design that consistently links learning objectives to course content, assessment and feedback; and also communicates relevant policies and support services to students within the instructional design. |
| Needs Improvement | Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback. | Has demonstrated a pattern of instructional design that lacks learning objectives, or is deficient in linking learning objectives to course content, assessment and feedback. |

## Instructional Delivery

| Instructional delivery | CAT II faculty Reappointment | CAT II faculty promotion to senior lecturer |
|---|---|---|
| Meets Expectations | Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development | Uses a variety of teaching methods as appropriate beyond lecture style to support different learning styles and learning development |
| Needs Improvement | Does not vary from lecture format and does not adapt to different learning styles | Does not vary from lecture format and does not adapt to different learning styles |

## Instructional Assessment

| Instructional assessment | CAT II faculty Reappointment | CAT II faculty promotion to senior lecturer |
|---|---|---|
| Meets Expectations | Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses | Provides appropriate qualitative and/or quantitative assessment of students' work to help them improve their mastery of course material. This includes a minimum of one critiqued, writing-based assessment during the term and periodic, constructive feedback throughout the term for courses. |
| Needs Improvement | No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance. | No evidence of writing-based assessment; assessment formats that are inappropriate for the course level; absence of or insufficient feedback on students' performance. |

## Evaluation of Instructor

| Evaluation of Instruction– student rating of instruction (SRIs) | CAT II faculty Reappointment | CAT II faculty promotion to senior lecturer |
|---|---|---|
| Meets Expectations | Pattern of "Student Ratings of Instruction" of above 4.00 for each of their courses. | Pattern of "Student Ratings of Instruction" of above 4.00 for each of their courses. |
| Needs Improvement | Pattern of "Student Ratings of Instruction" falls below 4.00. | Pattern of "Student Ratings of Instruction" falls below 4.00. |

## Instructional Peer Observations

| Evaluation of Instruction – peer observations | CAT II faculty Reappointment | CAT II faculty promotion to senior lecturer |
|---|---|---|
| Meets Expectations | 1 **summative** observation required in the first year of employment; 1 **formative** observation every five years thereafter. | In addition to the summative observation required during the first year, two additional observations, one by the department chair and one by a tenured faculty member are required for promotion. |
| Needs Improvement | Less than the required number of observations as stated in Meets Expectations | Less than the required number of observations as stated in Meets Expectations |

**\*Advising, Scholarly Activities, and Service are not required for CAT II faculty members. Category II faculty members who receive a reduction in teaching load in order to engage in Advising, Scholarly Activities, or Service will state the goals of the activity in their application and will be evaluated based on the stated goals and evaluation methods in the application.**

# SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT EVALUATION GUIDELINES

## For Category III (Affiliate) faculty evaluation

Effective January 2014

**MISSION STATEMENT**

The Sociology and Anthropology Department (SOAN) provides the support and maintenance of two separate majors: Sociology and Anthropology.  The mission of the department is to provide a cooperative, collegial working and learning environment for faculty and students from a diverse urban background.  This setting will enable faculty to pursue teaching excellence, provide appropriate academic advising, develop professionally, and serve the college and surrounding community.  At the same time, it will give students the opportunity to acquire a thorough understanding of the theories and practices of each discipline, and enable them to prepare for successful careers, post-graduate education and lifelong learning.

**Contractual Responsibilities:** The faculty member must meet the contractual responsibilities defined in the *Handbook for Professional Personnel*, set forth by the Board of Trustees. Additionally, it is the faculty member's responsibility to be aware of, and comply with, any revisions to that document. Category III faculty (referred to as Affiliate) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Affiliate faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Affiliate faculty are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program, and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Affiliate faculty members.

<u>**Affiliate (Category III) Faculty**</u>
  I.  Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category III faculty will be administered consistent with the practice for tenure-line faculty as outlined in Handbook for Professional Personnel Chapter V.
      a.  Performance measures in addition to SRIs are warranted to ensure that reappointment decisions are based on multiple appropriate sources of reliable data.  The faculty member should submit all course syllabi and any other materials the department requests.

          i.  The SOAN Department requires all Category III faculty members to submit their course syllabi for all courses taught to the department at the beginning of each semester of employment.

      ii. The SOAN Department requires all Category III faculty members to submit **one example of each of the following documents** from every course they teach: course assignment, course assessment tool (test or quiz)

II. Peer Observations:
   a. Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations **must** be included in evaluations unless otherwise required by the department.
   b. All Category III faculty will be observed, at a minimum, once in the first semester of their employment as a Category III faculty member.
   c. Beyond this requirement, Departments will delineate in their Department Guidelines for Category III Faculty the number, type (summative or formative), and cycle of Peer Observations required for Category III faculty.
      i. The SOAN department requires Category III faculty members to receive a formative observation once every ten (10) semesters of work (summers excluded). If the Affiliate faculty member has not been employed at MSU Denver for a period of six (6) consecutive semesters or more, (s)he is required to receive a formative observation during the semester following a new appointment.

III. The SOAN Department requires Category III faculty to engage in 2 - 5 hours per academic year of faculty development to enhance their teaching. This could include training offered through the Center for Faculty Development, peer observations of full-time faculty courses, or various other pedagogical workshops.

**The areas of evaluation are defined by the Sociology and Anthropology Department (SOAN) in the following section:**

**Teaching**

*Content Expertise:*
To demonstrate knowledge and/or relevant professional experience: Effective teachers display knowledge of their subject matter in the relevant learning environment (classroom, on-line, hybrid, field work, etc.). This typically includes the skills, competencies, and expertise in a specific subject area in which the faculty member has received advanced, training, education, or experience. Course materials are reviewed and updated as appropriate, every three years at minimum.

*SOAN Department* **Guidelines** accept, but does not limit evaluation to, the following demonstrations of "content expertise":
- Course syllabi are thorough in outlining the scope of content with major topics and subtopics
- Course texts are appropriate for the content of the course
- Course texts are appropriate for level of course
- Supplemental materials contribute to scope and thoroughness of coverage
- Supplemental materials are relevant to the course content
- Courses materials are reviewed and updated, at minimum, every three years as appropriate

### Instructional Design:

To re-order and re-organize this expert knowledge / experience for student learning: Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. If faculty members teach General Studies and/or Multicultural courses, those courses will conform to University General Studies and Multicultural requirements.

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- Policies on grading, academic misconduct, late work, absences, safety
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### Instructional Delivery:

To communicate and "translate" this knowledge / experience into a format accessible to students: Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

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- Small group exercises
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- Service learning
- Guest speakers
- Independent study courses
- Supplemental instructor assistance
- Tutoring
- Use of technologically assisted media

### Instructional Assessment:

To evaluate the mastery and other accomplishments of students: Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

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- Problem sets
- In-class exercises
- Research Papers

- Response Papers
- Other Writing assignments
- Individual Student Oral Presentations
- Group Presentation
- In-class exercises
- Research related quantitative analysis
- Research related qualitative analysis

### *Evaluation of Instruction*

Quality of instruction will be assessed using two distinct methods:  Student Ratings of Instruction (SRIs) and Peer Observations.

### Student Rating of Instruction

All performance reviews shall include Student Ratings of Instruction for each class assigned during the evaluation period.  Faculty is required to use the approved "Student Rating of Instruction" form.

Teaching performance will be evaluated based on the teaching done by a faculty member during the review period; faculty, who teach less than 12 credit hours each semester, will not be penalized for performing other critical duties needed by the Department, School, or College. Normally, these responsibilities will be delineated in and accounted for through reassigned time awards and evaluations.

The Chair retains the discretion to interpret the meaning of the numbers, particularly in situations where new courses are being offered, online classes are being taught, or a faculty member consistently teaches required core courses for the major.

- **Should a faculty member receive low SRIs (below 4.00) in a semester, a remediation plan will be implemented, which may include (but is not limited to) mandating that the faculty member take specific courses through the Center for Faculty Development, observe fellow instructors, and/or participate in other types of pedagogical training. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed.**

### Peer Observations

There are two distinct types of peer observations: summative and formative.  All CAT II faculty members are required by the Handbook for Professional Personnel to obtain at least one summative peer observation within the first year of employment. CAT III faculty members are required to obtain one summative peer observation within the first semester of employment. In addition to the requisite summative observation, SOAN also requires CAT III faculty members to obtain one formative observation every five years (or 10 semesters of work, excluding summer semesters) thereafter.

- **Summative Peer Observations**: CAT III faculty members are required to obtain at least one summative peer observation within the first semester of work. A colleague trained in the peer observation process will conduct this summative evaluation.  This colleague may be a trained observer from within the same department as the faculty member. The results

of the peer observation must be included in the materials the faculty member submits for review.

- **Formative Peer Observations**: These provide an opportunity for the faculty member to receive teaching feedback on an informal basis. Faculty member should record the name of the peer observer and date of observation. The results of the observations should be included in the materials the faculty member submits for review

- **Note that should there be an insufficient number of trained summative peer observers available to complete any required summative observation due to factors beyond the faculty members' control, a formative observation conducted by the department will suffice until such time as a summative observation can be arranged. The faculty member should document the lack of available observers in his/her review materials.**

- **Should a faculty member receive a negative summative or formative observation, the faculty member may request a second observation by either the same observer or a different observer. Two negative observations will result in a remediation plan, which may include (but is not limited to) mandating that the faculty member take specific courses through the Center for Faculty Development, observe fellow instructors, and/or participate in other types of pedagogical training. Negative observations may delay reappointment. Failure to demonstrate improvement after remediation may result in the faculty member not being re-appointed to a teaching position.**

*Advising in and Beyond the Classroom; Scholarly Activities; Service – these are not required activities for Category III faculty members.\**